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ABSTRACT

A study was conducted at Bakersfield College to identify the strengths and weaknesses of the college's organizational structure and to determine to what extent the institution possessed specific elements of organizational climate and campus leadership that research has identified to be vital to educational quality. The survey instrument used to assess organizational climate investigated the perceptions of administrators, faculty, and staff regarding college leadership, motivation, communication, decision making, reward structures, and job satisfaction. The instrument used to determine perceptions of campus leadership focused on the sense of direction, ability to implement changes and programs effectively, and sense of personal commitment evidenced by senior and associate deans. Both instruments were mailed to all 505 campus employees, with 78% of the administrators, 41% of the faculty, and 24% of the staff members responding. A comparison of the Bakersfield study with three other organizational climate studies revealed that Bakersfield College did not meet national norms in five of the six climate variables rated; i.e., decision making, communication, motivation, leadership, and reward structures. On the other hand, respondents generally gave positive ratings to campus leaders. The survey instruments are included. (AYC)

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A COMPARATIVE STUDY OF ORGANIZATIONAL CLIMATE AND CAMPUS LEADERSHIP AT BAKERSFIELD COLLEGE, BASED ON THE ROUECHE-BAKER COMMUNITY COLLEGE EXCELLENCE MODEL

by

Phyllis Jane Nusz

A Major Applied Research Project presented in
partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University

April, 1987

JC 880 572

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> When faced with a mountain, I will not quit! I will keep on striving until I climb over, find a pass through, tunnel underneath--or simply stay and turn the mountain into a gold mine, with God's help! (Schuller, 1983:119).

Abstract of a Major Applied Research Project Proposal
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The growing concern by both educators and parents regarding a general decline in quality in the American system of education, as expressed in numerous educational reform reports published since the early 1980's, should be the signal for educational institutions to pause in their daily routines and take a considered look at their strength and weaknesses. It is a time for the administrators, teaching faculty, and staff in institutions of higher learning to examine quality control in the business of education--to look at organizational climate and campus leadership and to determine whether such elements meet the standards of excellence which have been identified in successful institutions of higher education.

The purpose of this study was to investigate two specific concerns related to the organizational climate and

campus leadership currently found at Bakersfield College. The first concern was to identify the strengths and weaknesses of the two-year state-funded community college located in Bakersfield, California as found under the organizational structure implemented since March, 1984. The second concern was to measure the present state of educational excellence at Bakersfield College by comparing specified elements of organizational climate and campus leadership with those identified by three previous studies that established national norms identified as being vital for an institution to be considered as possessing quality and excellence. The results from this study will be incorporated in the current institutional self-study being prepared as part of the accreditation process that will take place during the fall semester of 1987.

The task was accomplished through the use of variables determined from outcomes of national research conducted by John E. Roueche, Ph.D., Professor of Educational Administration and Director of the Community College Leadership Program at The University of Texas at Austin, and by George A. Baker, III, Ed.D., Associate Professor of Educational Administration at The University of Texas at Austin.

Two survey instruments asking 109 questions relating specifically to organizational climate and campus leadership were used. The instrument used to gather data on organizational climate investigated six areas: Leadership, Motivation, Communication, Decision-Making, Reward, and Job Satisfaction. The instrument includes a series of questions targeted to each area and requires answers based on a seven-point Likert Scale. In addition, it includes a series of questions requiring respondent judgment of the areas on a scale of most-to-least important so that areas in need of improvement could be prioritized for subsequent climate improvement. Finally, the instrument includes one open-ended question for each area asking for respondent input on additional concerns for inclusion in future studies.

The instrument used to gather data on campus leadership investigated three principal clusters or groups of leadership behavioral competencies: Sense of Direction, Structure for Implementation, and Sense of Personal Commitment. This instrument follows the same structure regarding questions and responses as the first one.

Responses received on the organizational climate instrument were analyzed according to the following three employee classifications: administrators, teaching faculty, and staff. Responses received on the campus leadership instrument were analyzed according to the leadership of senior and associate deans as rated by employees, administrators and teaching faculty, and staff.

The results of this study compared with three previous studies on organizational climate indicate that

Bakersfield College does not meet the national norms in five of the six variables rated: Decision-Making, Communication, Motivation, Leadership, and Reward. The institution also received a low rating for Overall Climate. Results did show that items related to Job Satisfaction are very strong at Bakersfield College.

The Overall Average for the ratings regarding campus leadership indicate strong results by college administrators in all three clusters of leadership competencies: Sense of Direction, Structure for Implementation, and Sense of Personal Commitment. Two administrators received individual ratings that justify concern for improvement.

The comments presented by the respondents in the open-ended questions for both the individual variables relating to organizational climate and concerns for campus leadership included items relating to morale, respect for others, a recognition system, burn-out, and governance. Of these identified items, reward or the establishment of a recognition system and burn-out are already addressed in the survey instruments used for this study. The other areas should be added to future studies.

Based on review of the literature and statistical results acquired for this comparative study at Bakersfield College, the following recommendations are made:

1. That Bakersfield College address the concerns identified by the respondents of this study as not meeting

the national norms for organizational climate established as being vital for an institution to be considered as possessing quality and excellence.

2. That, as revealed in responses to the Leadership variable, Bakersfield College draft a plan of action to rectify employees' concerns of not being supported in their efforts by college administrators; and that a survey be conducted of employee training needs for revising the staff development program.

3. That the item of concern relating to the Motivation variable regarding Bakersfield College departments working in cooperation with each other be supported by the administrative staff to promote mutual concerns helpful for improving the quality and excellence of the institution.

4. That the results from the Communication variable expressing concern about the process of sharing information and communication of positive expectations to employees be remedied by considering the information network system used at Miami-Dade as a model and adapting appropriate procedures found suitable for use at Bakersfield College.

5. That, since the most important concern expresssed in this study relate to the Decision-Making item referring to the involvement of employee groups in institutional decisions, Bakersfield College consider creating a

shared decision-making process to establish a more positive influence by employee groups on the functions of the organization.

6. That Bakersfield College establish a reward system to recognize employees for outstanding performance as requested in the variable for Reward and open-ended questions.

7. That Bakersfield College employees weigh the differences among respondent groups identified on all aspects of organizational climate identified in this study and explore ways to reduce these discrepancies.

8. That attention be placed on rectifying the specific problems related to campus leadership competencies that have been identified in this study as existing within the overall group of administrators.

9. That at the conclusion of this study copies of the results be given to the participants: the College President and Administrative Council (administrators); the President of the Academic Senate and senators (teaching faculty); and the President of the California State Employees Association and representatives of their organization (staff).

10. That the results of this study be incorporated in the institutional self-study being conducted at Bakersfield College for the purpose of investigating issues affecting the institution.

11. That the results of this study be made available to the representatives of the Western Insterstate Commission for Higher Education during the routine accreditation visit taking place at Bakersfield College during the fall semester of 1987.

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Chapter 1

INTRODUCTION, BACKGROUND AND SIGNIFICANCE, STATEMENT OF THE PROBLEM

Introduction

Since the beginning of the 1980's, highly qualified experts in the field of education have noted and expressed deep concern for a decline in the quality of the American system of education. In A Nation at Risk, The National Commission on Excellence in Education reported that

> each generation of Americans has outstripped its parents in education, in literacy, and in economic attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents (The National Commission on Excellence in Education, 1983:11).

In his book, Megatrends, John Naisbitt stated

> it is more and more apparent that young high school--even college-graduates cannot write English or even do acceptable arithmetic. For the first time in American history, the generation moving to adulthood is less skilled than its parents (Naisbitt, 1984:9).

In 1986 a blue-ribbon task force working for the Carnegie Commission published a report called A Nation Prepared: Teachers for the 21st Century, in which the task force made the following statement:

> We do not believe the education system needs repairing; we believe it must be rebuilt to match the drastic change needed in our economy. . . . (The Carnegie Forum on Education and the Economy, 1986:43)

In cities throughout the United States in 1986 newspaper articles and editorials carry such headlines as "We Need Schools Able and Willing to Use Carnegie's 'Teachers for the 21st Century'" (Darling-Hammond, 1986: 76), or "How We Can Make Sure that Community Colleges Remain a Wellspring for All of Higher Education" (Vincent, 1986:92), or "New Carnegie Report Shows Faculty Uneasy About the State of Academe and Their Own Careers" (Jacobson, 1985:1).

Background and Significance

Why have quality and excellence become major concerns in the field of education in the United States? Soon after the release of the National Commission on Excellence in Education report, A Nation at Risk, in 1983, Fortune magazine published an article by Peter Brimelow that stated

> in the end the drive for reform could easily fail, as did the similar post-Sputnik furor in the late 1950's. It [A Nation at Risk] doesn't address the systemic cause of U.S. education's inefficiency: monopoly (Brimelow, 1983:61).

Brimelow (1983) went on to say that the performance of the public school system would have been disappointing even if educational standards were to remain stable, simply because the productivity of the system has continued to diminish. He identified a proliferation of school bureaucracy as part of the self-perpetuating problem because education is the biggest business in the country.

Government and school officials do not regard the burgeoning bureaucracy as a resource allocation concern, the cost of which goes right to the heart of the educational establishment.

T. H. Bell, then U.S. Secretary of Education, also responded to the National Commission on Excellence in Education report during an award presentation to the Institute for Research on Teaching at the campus of Michigan State University in East Lansing in 1983. He addressed six questions:

1. Given that the Commission discussed the federal, state, local, parental, and student roles and responsibilities, who should take the lead in education?
2. How can we do violence to the status quo on the local grassroots level?
3. What is the federal responsibility?
4. How shall we finance the sweeping reforms called for by the National Commission?
5. How do we solve the teacher competence problem?
6. What is the role of higher education in promoting excellence (Bell, 1983:10-26)?

In his presentation, Bell answered the questions posed, weaving into the discourse the theme that the future of America is inexorably tied to excellence in education and laying the burden of obtaining that excellence on state legislatures, state governors, chief state school officers, and state boards of education. "Education is to the individual states as national defense is to the federal government" (Bell, 1983:9).

In the book, In Search of Excellence, published in 1983, Thomas J. Peters and Robert H. Waterman, Jr. focused on a different but related possible cause for the decline in the quality of education. They stated that American society of the 1980's became lax in providing for the basic human needs that individuals require in order to strive for quality and excellence. This is not only a cause for concern in the field of education but in almost all areas of American business endeavor as well.

According to the study by Peters and Waterman (1983), dominance and coherence of cultural factors are essential elements in business organizations which have proved to be models of excellence. In studying the business community, they found that there was less need for policy manuals, organization charts, or detailed procedures and rules in companies where cultural factors were cohesive and directed primarily toward the marketplace. In such organizations, people appeared to know what they are supposed to do in most situations because the handful of guiding values are crystal clear.

Peters and Waterman added that there does not seem to be a sense of community of culture in the field of education, so that educational institutions tend to rely heavily on manuals, organizational charts, and procedures.

In the book Three Thousand Futures The Carnegie Council on Policy Studies in Higher Education examined what is happening to the "private" or internal life of individual campuses of higher learning throughout the country in relation to quality and excellence in education. The conclusion was startling: "this life is threatened by the cessation of growth" (The Carnegie Council on Policy Studies in Higher Education, 1982:113). The Council (1982) continued, saying that growth was a requirement for any healthy entity, even academic enterprises. When enrollment ceases to grow and the flow of financial resources accompanying it diminishes, a self-conforming sense of failure sets in, causing further decline by stultifying energy and promotional activity.

In turn, the Council states that growth produces other ill effects, among them pitting academic purists arguing standards against pragmatists arguing results; turning tenured faculty members against non-tenured members; widening the chasm between administrators and board members on the one side and faculty and students on the other; emphasizing the generation gap between an aging faculty and a young student body; and positioning academic areas against vocational areas and department against department. All of these factors work to impede opportunities for innovation and send education into a more rapid spiral of decline.

With such concerns accelerating throughout this country, now would seem to be the time for institutions of higher education to examine their strengths and weaknesses in the areas which constitute the basis of their ability to offer quality education. The people who manage and administer the colleges and universities in the United States should look at the elements making up organizational climate at their campuses and determine whether the level of their leadership meets the standards of excellence which have been determined by concerned educational experts to exist in successful institutions of higher education.

Results of a recent study conducted by the Kern Community College District, Kern County, California (Collins, 1984) showed that during the academic years 1978-1979 and 1982-1983 there was a decrease of 18.4 percent in the total number of certificated employees. Retirements, deaths, resignations, and compliance with reduction in force requirements accounted for most of this decrease. Statistics on classified staff reduction were not available, nor was there a breakdown for each of the three campuses comprising the district.

Narrowing the scope of the situation further, in the 1980's factors have affected Bakersfield College, the largest of the three campuses of the Kern Community College District. The Collin's (1984) report included declining enrollment in certain programs, decreasing emphasis on liberal arts and transfer programs, the unpopular initiation of community college tuition, and limited salary increases as a result of decreasing state and local funding as areas of concern. In addition, March 1984 saw a change of leadership at the institution with the retirement of the College President and the implementation of a new administrative structure. The combination of such factors have altered the climate of the institution and have affected individuals in positions of leadership on the campus. Therefore, it would be an appropriate time to conduct a study to investigate the current organizational climate and campus leadership at Bakersfield College.

Statement of the Problem

The purpose of this study was to investigate two specific concerns related to the organizational climate and campus leadership currently found at Bakersfield College. The first concern was to identify the strengths and weaknesses of the two-year state-funded community college located in Bakersfield, California as found under the organizational structure implemented since March, 1984. The second concern was to measure the presence of educational excellence at Bakersfield College by comparing specified elements of organizational climate and campus leadership with those identified by three previous studies that established national norms identified as being vital for an institution to be considered as possessing quality and excellence. The results from this study will be incorporated in the current institutional self-study being prepared as part of the accreditation process that will take place during the fall semester of 1987.

Research Questions

The study is non-experimental, comparative, and descriptive in nature. It sought to accumulate evidence for comparison with previously validated data; describe specific conditions which became apparent from examination of the data; and recommend possible actions to improve these conditions, thereby improving the overall quality and excellence of the educational institution under examination.

Specifically, the study explored the following questions:

1. How do employees at Bakersfield College rate the variables that comprise organizational climate at their institution?

2. How do the ratings of the variables which comprise organizational climate at Bakersfield College compare to the ratings of variables which comprised organizational climate in three previous studies: the Miami-Dade Study of 1985, the Pilot Test Community Colleges Study of 1986, and the Wolfson Campus Study of 1986?

3. What significant differences in ratings of the variables comprising organizational climate at Bakersfield College can be discerned among the institution's three main groups of employees, i.e., administrators, teaching faculty, and staff?

4. How do all employees at Bakersfield College rate the individuals who comprise the campus leadership of the institution, i.e., the College President and individual deans?

5. How do staff at Bakersfield College rate their individual deans for campus leadership at the institution?

6. How do teaching faculty at Bakersfield College rate their individual deans for campus leadership at the institution?

7. How do administrators at Bakersfield College rate the senior administrator for campus leadership at the institution?

8. To what extent are the campus leadership survey rating scores correlated with the climate survey rating scores at Bakersfield College?

9. How well can the ratings of campus leadership at Bakersfield College predict overall climate at the institution?

10. In terms of priority for improvement, how do the elements of successful organizational climate and campus leadership, identified by employees of Bakersfield College as not meeting national norms, rank?

11. What recommendations for action can be made for the improvement of elements of successful organizational climate and campus leadership at Bakersfield College?

12. What additional areas have been identified by the employees at Bakersfield College for inclusion in future organizational climate and campus leadership assessments of the institution?

Definition of Terms

Organizational Climate

Organizational climate is the atmosphere within which an organization functions. It includes "the overall environment, values, shared beliefs, and personality of the given educational institution" (Roueche and Baker, 1986: 24).

Leadership

Leadership is defined as "the office or position of a leader" (Webster, 1983:679). "The role of the leader is one of orchestrator and labeler: taking what can be gotten in the way of action and shaping it into lasting commitment to a new strategic direction" (Peters and Waterman, 1983: 75). The term also relates to the influence a person has over others that results in change (Banks, 1986).

Management

Management is defined as the process of "working with and through individuals and groups to accomplish organizational goals" (Hersey and Blanchard, 1982:3).

Profile of College Characteristics

The Profile of College Characteristics is the survey instrument used for this study to evaluate organizational climate. The instrument includes questions numbered 1-56 and is referred to as the PCC.

Leadership Qualities Questionnaire

The Leadership Qualities Questionnaire is the second survey instrument used for this study to evaluate to campus leadership. The instrument includes questions numbered 57-109 and is referred to as the LQQ.

Limitations

The primary limitations of this study are:

1. The study was limited to the employees of Bakersfield College, so results will not be generalized to other campuses.

2. Results acquired from the survey instruments were compared to the findings of three previous studies on which The Roueche-Baker Community College Excellence Model is based: Miami-Dade Study, 1985; Pilot Test Community Colleges Study, 1986; and Wolfson Campus Study, 1986.

3. Only the organizational climate and campus leadership elements of The Roueche-Baker Community College Excellence Model were used for the study at Bakersfield

College, since national norms have not been estabished at the community college level for the other elements included in the model.

Assumptions

The analyses of and recommendations based on the data acquired from this study were contingent upon the following assumptions:

1. That the organizational climate and campus leadership survey instruments used with The Roueche-Baker Excellence Model were valid and reliable.

2. That the Bakersfield College respondents recorded their ratings in a sincere manner, reflecting their candid views.

3. That the findings will provide direction for developing and maintaining a commitment to excellence at Bakersfield College.

Summary

The intent of this study has been to generate hypotheses about campus leadership and its impact upon organizational climate, and to analyze the impact of climate variables upon leadership. The public community college used for this study is the largest and oldest institution of a multi-campus community college district located in central California.

Chapter II presents a review of literature related to the aspects of organizational climate and campus leadership theory pertinent to this study. The Roueche-Baker Community College Excellence Model, used as the basis for this study, will also be presented and explained.

Chapter 2

REVIEW OF LITERATURE

After establishing a need for undertaking a study to determine the quality and excellence currently perceived by the employees at Bakersfield College, a literature review was conducted to investigate the main components of this study: (1) organizational climate and (2) campus leadership. This research was followed with a review of the basic framework of The Roueche-Baker Community College Excellence Model (Roueche and Baker, 1985).

Organizational Climate

John E. Roueche and George A. Baker, III defined organizational climate as the atmosphere within which an organization functions. It includes "the overall environment, values, shared beliefs, and personality of any given educational institution" (Roueche and Baker, 1986:24). Therefore, review of the literature related to this general heading was narrowed down to three specific areas of investigation: (1) the elements believed to compose the organizational structure of an institution of higher education; (2) the institution's organizational climate as part of a system; and (3) the variables identified as comprising organizational climate.

Organizational Structure of an Institution of Higher Education

John D. Millett (1980), former Vice-President for Management and Finance Programs of the Academy for Education Development in Washington, D.C., wrote Management, Governance & Leadership as a guide for leaders and managers in higher education. The publication brings together his basic thinking on organizational theory and management as it relates to an institution of higher education.

Millett states that the term organizational structure can be applied to a considerable variety of social arrangements, from the family to the polity or political system, from voluntary associations to religious bodies. However, the general type of organizational structure, "the productive enterprise" (Millett, 1980) known as the university, was used as the focus for his work. Productive enterprises are identified as business corporations and business firms of all kinds: farms, government agencies, military forces, hospitals, professional practitioners, museums and art galleries, commercial and non-profit organizations of the performing arts, and schools and universities engaged in turning out the goods and services necessary to our material and mental well-being, including food, shelter, clothing, national security, health, buildings, aesthetic enjoyment, and intellectual development.

> the university is a productive enterprise engaged in satisfying basic needs of people in society in much the same way that other, more familiar kinds of enterprise are (Millett, 1980:2).

At the same time Millett emphasizes that institutions of higher education have been a unique kind of productive enterprise, different in purpose, process, and structure from any of the other enterprises mentioned. Since institutions of higher education are unique in many ways, comparisons must be made with caution and even with considerable skepticism (Millett, 1980). He does not agree with the proposition that institutions of higher learning share many common characteristics with business enterprises, with government administrative agencies, with the armed forces, or with the performing arts. Therefore, Millett explored seven common characteristics of productive enterprise that he felt were unique to higher education and that scholars and observers have identified in the organizational arrangements of productive enterprise.

Millett's (1980) first characteristic is identified as a "sense of purpose." Organizations exist, survive, and adapt because they serve some useful purpose, because they provide needed and wanted outputs. People join an organization not solely because they want a job and income but also because they wish to have a part in producing useful goods and useful services.

The second characteristic of organizational structure is the "specialization of work effort" (Millett, 1980). People working together generally have specialized outputs to accomplish. Organization involves bringing together people who perform specialized work, adding up to a purposeful whole.

Millett identifies "work technology" as the third characteristic. Just as work specialization is a common characteristic of organizations, so also is a defined process of work effort or of technology. Technology involves a particular productive process, the process utilized to achieve an output of goods and services. Technology is the process of achieving a desired output through a job assignment.

"Pattern of cooperation" is identified as the fourth characteristic on the list. More and more people realize that there is a human aspect of organizations, and that organizing work has been more than an exercise in work specialization and work technology; organizing work is a social process of interrelating individuals to one another and a behavioral process of satisfying basic human concerns for status, reward, appreciation, and security (Millett, 1980). Organizational structure provides a pattern of cooperation among people working together.

Organizational structure in a productive enterprise also provides a "pattern of management," the fifth characteristic (Millett, 1980). Much of the writing about organization presents a description, and prescription, of hierarchical relationships among the persons who comprise the enterprise. This relationship has been sometimes referred to as a "chain of command." To some extent a pattern of mangement within an enterprise has involved relationships of direction and supervision. Therefore, a pattern of management with the authority and responsibility to accomplish set tasks is one of the aspects of organizational structure (Millett, 1980).

The sixth characteristic revolves around the "pattern of governance." Governance is identified as the authority and responsibilities used to make basic decisions about the purpose, policies and programs of an enterprise, and the allocation of resources within it. These decisions are noted as presumably the prerogative of the board of trustees (Millett, 1980). Peter F. Drucker (1974), in his book Management: Tasks, Practices, Responsibilities, supports this idea further when he argued strongly that corporations need a functioning board for three important reasons: (1) as a review organ to counsel, advise, and deliberate with top management; (2) as a mechanism to remove a top management that fails to achieve corporate goals; and (3) as an organ of public and community relations.

Millett's final characteristic of organizational structure is identified as a "pattern of leadership." Leadership, in a productive enterprise, provides the essential linkage between management and governance. Management must undertake the required planning, involving all managers of the organization in the process. The governance structure must make the decisions about purposes, policies, programs, and resources. Management, therefore, is joined to governance by a structure and process of leadership (Millett, 1980).

The research conducted by Henry Mintzberg has been used in the fields of leadership and management training, and he is one of the foremost authorities in the specific area of organizational theory. Upon reviewing the work found in three dissertations by graduates of The University of Texas at Austin (Mullin, 1985; Rose, 1985; and Kelly, 1986), reference was made to his book entitled The Structuring of Organizations: A Synthesis of the Research (1979). A more recent book by Mintzberg on the same subject has been written as a resource book for practitioners. The objective for the new work has been

> to present and, more important, to synthesize the messages from the research on what it takes to design an effective organization, presented in a form that will be read by managers, staff specialists, and consultants . . . (Mintzberg, 1983:vi).

Thus, Structure in Fives: Designing Effective Organizations (1983) was reviewed and was found to follow the basic outline of previous writings.

Mintzberg defines the structure of an organization "simply as the sum total of the ways in which its labor is divided into distinct tasks and then its coordination is achieved among these tasks" (Mintzberg, 1983:2). He concludes that "the elements of structure should be selected to achieve an internal consistency or harmony, as well as a basic consistency with the organization's situation" (Mintzberg, 1983:3)--its size, its age, the kind of environment in which it functions, the technical systems it uses, and so on.

Mintzberg (1983) states that five coordinating mechanisms explain the fundamental ways in which organizations coordinate their work: mutual adjustment, direct supervision, standardization of work processes, standardization of work outputs, and standardization of worker skills. "These should be considered the most basic elements of structure, the glue that holds organizations together" (Mintzberg, 1983:4).

Because it is a simple coordinating mechanism, "mutual adjustment" has been used in the simplest of organizations by the process of informal communication. As the organization outgrows its simplified state, it turns to the mechanism of "direct supervision." Mintzberg (1983) states that direct supervision achieves coordination by having one person take responsibility for the work of others, issuing instructions to them and monitoring their action. Work can also be coordinated without mutual adjustment or direct supervision. It can be "standardized." This is a process where coordination of work effort has been achieved on the drawing board before the work has even been undertaken.

Mintzberg referred to his final two coordinating mechanisms by stating that "work processes are standardized when the contents of the work are specified or programmed" (Mintzberg, 1983:5). The work processes themselves, the output of the work, or the input to the work--the skills and knowledge of the people who do the work--can be designed to meet predetermined standards.

After reviewing his concepts of organizational theory, Mintzberg discusses five different configurations that can emerge as organizational structures: Simple Structure, Machine Bureaucracy, Professional Bureaucracy, Divisionalized Form, and Adhocracy. He states that the structural configuration called Professional Bureaucracy is commonly found in universities, general hospitals, school systems, public accounting firms, social-work agencies, and craft production firms. Such organizations can be bureaucratic without being centralized. Their operating work is stable, leading to "predetermined or predictable, in effect, standardized behavior" (Mintzberg, 1983:189). Hence the organization turns to a coordinating mechanism that allows for standardization and decentralization at the same time--namely, the standardization of skills. All rely on the skills and knowledge of their operating professional to function; all produce standard products or services.

Having concluded that institutions of higher education fall under the configuration of Professional Bureaucracy, Mintzberg presents further information on the basic structure, conditions, and associated issues of the structure. The end result is that "the Professional Bureaucracy emphasizes authority of a professional nature --the power of expertise" (Mintzberg, 1983:192).

Organizational Climate as Part of a System

Various procedures of arrangement or systems have been used to judge the quality and excellence of an institution of higher education. After investigating this research through several decades, Richard M. Steers (1977) concludes that the experts in climate research generally agree on several commonalities: that climate is defined through the perceptions of its members, that it influences their behaviors through leadership and management styles, and that it sets an organization apart from others like it, almost as personality does with people. This information led to further research into current systems designed for looking at leadership and management styles.

Elton Mayo and his followers at Harvard established the field of industrial social psychology (Peters and Waterman, 1983). Their work paved the way for the development of the now classic "Theory X-Theory Y" system of management noted in the landmark book The Human Side of

Enterprise (McGregor, 1960). In the preface Douglas McGregor states that

> This volume is an attempt to substantiate the thesis that the human side of enterprise is "all of a piece"--that the theoretical assumptions management holds about controlling its human resources determine the whole character of the enterprise (McGregor, 1960:vi-vii).

Theory X assumes that most people prefer to be directed, are not interested in assuming responsibility, and want safety above all. Accompanying this philosophy is the belief that people are motivated by money, fringe benefits, and the threat of punishment. Therefore, managers who accept Theory X assumptions attempt to structure, control, and closely supervise their employees.

Drawing heavily on Abraham H. Maslow's (1943) hierarchy of needs, McGregor concludes that Theory X assumptions about human nature, when universally applied, are often inaccurate and that management approaches that develop from these assumptions may fail to motivate many individuals to work toward organizational goals. According to McGregor management by direction and control may not succeed because it is a questionable method for motivating people whose physiological and safety needs are reasonably satisfied and whose social, esteem, and self-actualization needs are becoming predominant (Hersey and Blanchard, 1982).

McGregor feels that management needs practice based on a more accurate understanding of human nature and motivation. As a result he developed an alternate theory of human behavior called Theory Y. This theory assumes that people are *not*, by nature, lazy and unreliable. It postulates that people *can be* basically self-directed and creative at work if properly motivated. Therefore, an essential task of management is to unleash this potential in individuals. Properly motivated people can achieve their own goals *best* by directing *their own* efforts toward accomplishing organizatonal goals (Hersey and Blanchard, 1982).

Even though management based on the assumptions of Theory X is perhaps no longer widely appropriate in the opinion of many researchers, it is still widely practiced. Consequently, a large majority of people in the United States today are treated as immature human beings in their working environment. This fact brought about a new group of researchers who attempt to help managers realize that their most important assets are human resources and that the managing of these resources is one of their most crucial tasks (Hersey and Blanchard, 1982).

The most recognized work in the history of organizational climate was done by Rensis Likert (1967). His studies emphasized the need for organizations to manage their activities as a "human organization" (Likert, 1967), because the human interaction of the workforce determines most of the other aspects of the institution. He focused on the systematic patterns of human enterprise and their motivational forces.

Likert's (1967) work identifies three specific sets of variables in the make up of every organization. "Causal variables" are "those factors that influence the course of developments within an organization and its results or accomplishments" (Hersey and Blanchard, 1982:111). Likert went on to say that these variables "include only those independent variables which can be altered or changed by the organization and its management" (Likert, 1967:29).

According to Likert, "intervening variables represent the current condition of the internal state of the organization" (Hersey and Blanchard, 1982:111). They reflect the loyalties, attitudes, motivations, performance goals, and perceptions of all members and their collective capacity for effective interaction, communication, and decision making (Likert, 1967).

"Output or end-result variables are the dependent variables that reflect the achievements of the organization" (Hersey and Blanchard, 1982:111). These items are related to such things as an organization's productivity, costs, scrap loss, and earnings (Likert, 1967).

Likert (1967) shows how causal variables (the manager being well-organized, setting high performance goals, using group methods of control and supervision) influence the end-result variables. Likert's analysis of the complex interrelationships among organizational variables indicates a significant impact of administrative behavior upon the personnel and the outcomes for students in an institution of higher education.

As a part of his research, Likert (1967) developed an instrument for the purpose of making positive organizational changes in various industrial settings (Hersey and Blanchard, 1982). It appears that the purpose of the instrument was to help organizations move from McGregor's Theory X to Theory Y system of management by encouraging and developing mature behavior and recognizing and helping workers to satisfy their motivators.

Likert's instrument has become known as the Profile of Organizational and Performance Characteristics (Likert, 1967). This test rates organizations according to type, from System 1 (Exploitive Authoritative) at one end of the continuum, to System 4 (Participative Group) at the other. Similar to McGregor's Theory X and Theory Y perspectives, System 1 represents a task-oriented, highly structured authoritarian management style with little positive regard for subordinates. System 4 is a relationship-oriented management style based on teamwork, mutual trust, and confidence. Systems 2 and 3 are intermediate stages between two extremes, with System 2 tending to be more authoritarian (Benevolent Authoritative) and System 3 being more benevolent (Consultative) (Hersey and Blanchard, 1982;

Romanik and Rogers, 1986). Likert (1967) believes that the closer the management style of an organization approaches System 4, the more likely it is to have a continuous record of high productivity. Similarly, the closer this style reflects System 1, the more likely it is to have a sustained record of low productivity (Hersey and Blanchard, 1982).

According to Likert (1967), System 4 is characterized by three overriding principles: (1) management's use of supportive relationships, (2) use of group decision making and group methods of supervision, and (3) establishment of high performance goals. Likert states that the more these principles are applied throughout the organization, the greater the extent to which (1) motivational forces arising from the motives and needs of members will be harmonious and compatible and (2) the motivational forces within each individual will result in cooperative behavior focused on achieving organizational goals. The underlying principle of these propositions is stated as follows:

> The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and in all relationships within the organization, each member, in the light of his background, values, desires, and expectations, will view the experience as supportive and one which builds and maintains his sense of personal worth and importance (Likert, 1961:103, cited in Likert, 1967:47).

It wasn't until 1982, while numerous commissions and boards were studying how American education should be improved, that Thomas J. Peters and Robert H. Waterman, Jr. produced a bestseller describing excellent American companies, In Search of Excellence (1983). In spite of criticism from traditional researchers, this work best epitomizes John Gardner's dream of striving for the highest standards, identifying appropriate effort and performance, and demanding quality for ourselves and for our fellows. The book concludes that the dominant influence on quality and excellence in institutions is attention to people, not attention to work conditions (Roueche and Baker, 1986). Therefore, the test developed by Likert for business and industry was adapted into a tool to measure the organizational climate at institutions of higher education. This tool, the Profile of College Characteristics, forms one of the basic elements used for this study.

Variables Comprising Organizational Climate

Likert's (1967) original organizational climate instrument contained 51 items and six subscales. Roueche and Baker (1985) decided to use only five of the six subscales: Leadership, Motivation, Communication, Decision-Making, and Reward. In adapting the instrument for use at institutions of higher education, 26 items were selected and placed into the five subscales, with an additional subscale having been added relating to reflect Job Satisfaction. The items surveyed under each of the six groupings were selected to relate to the Overall Climate of an institution of higher education. Research was conducted to investigate each of the subscale topics used in the adaptation created by Roueche and Baker.

The variable of Leadership is considered by John K. Hemphill (cited in Stogdill, 1974:15) as "an act that initiates a structure in the interaction as part of the process of solving a mutual problem." R. M. Stogdill (1974) proposes that leadership contains variables that account for the differentiation and maintenance of group roles. He concludes from his extensive review of research in leadership that it is the function of leadership to define objectives and maintain goal direction, provide means for goals attainment, provide and maintain goal structure, facilitate group action and interaction, maintain group cohesiveness and member satisfaction, and facilitate group task performance. Edwin P. Hollander (1978) contends that leadership is a process providing structure for helping the group to achieve performance goals and member satisfaction. Others have stressed the importance of the situation upon the group being led as a major factor in providing sound leadership (Fiedler, 1967; Tannenbaum and Schmidt, 1973).

One of the most interesting series of studies that concentrated heavily on the ideas and concepts of motivation and motivation theory was reported by Frederick

Herzberg, Bernard Mausner, and Barbara Snyderman (1966). In analyzing the data collected, the researchers conclude that people have two different categories of needs that are essentially independent of each other and affect behavior in different ways. The findings revealed that when people felt dissatisfied with their jobs, they were concerned about the environment in which they were working. On the other hand, when people felt good about their jobs, their behavior had to do with the work itself.

The third variable used in the organizational climate instrument relates to communication. David A. Whetten and Kim S. Cameron (1984) stress the importance of supportive communication in every organization and the impact of the message on the sender-listener relationship. It is important not only to communicate a message accurately, but to ensure that the communication process strengthens the relationship between the participants. This skill includes the ability to send messages in a supportive way, to listen supportively, to empathize, and to respond appropriately to others' messages. Adequate and accurate information must be available to all employees in order to ensure good decision making (Roueche and Baker, 1986).

Paul L. Dressel (1981) identifies six reasonably distinctive areas of decision-making, varying from the routine with little or no significance beyond the immediate specific to those effecting major changes in institutional character and individual careers. The areas presented in Dressel's writings are: (1) routine decisions; (2) decisions involving administrative or managerial responsiblity for monitoring and correcting deficient performance; (3) innovation; (4) personnel policies and practices in appointment, promotion, reward, fringe benefits, and retirement; (5) decisions having to do with institutional mission, role, purpose, and scope; and (6) personal involvement. He goes on to state that these six areas do provide one way of looking at the range and complexity of decisions faced in higher education, yet each situation also involves other factors or dimensions that must be considered before the final outcome can be resolved.

Reward is addressed by Rosabeth Moss Kanter in her book The Change Masters (1983). She states that

> The formal reward system . . . is a tool used by enterprising managers to encourage others to get on board more often than it is an incentive for them to begin their projects (Kanter, 1983:152).

People are known to tackle innovative projects because they have finally received the go-ahead for a pet idea they have always wanted to try, they feel honored by the organization's trust in them implied in such a big assignment, they simply want to solve a problem that will remove a roadblock to something else they want to do, or they take pride in their company and cannot sit still while a problem continues. Thus, the reward system emphasizes investment in people and projects rather than payment for past services. The other important conclusion about rewards is that they occur throughout the accomplishment process rather than just at the end (Kanter, 1983).

Arthur M. Cohen and Florence B. Brawer (1984) suggest that job satisfaction is more related to age and stages of adult development than to the workplace. They found a high positive correlation between faculty age and satisfaction. R. Lee (1977) extended this research and found that faculty members in their twenties and thirties were less satisfied, while those in their early forties seemed to be experiencing stress as they encountered a middle-age transition. Instructors fifty-six and older had a high level of satisfaction. In addition, three characteristics of the environment and three areas of the faculty's professional concerns were identified as being part of the issue related to job satisfaction. The situations were summarized as: instructors wanted more time; more interaction with their colleagues; better professional development opportunities; and better support services, students, and media and materials (Cohen and Brawer, 1984).

When combining the six variables found in the instrument adapted from Likert (1967) into the Overall Climate, the "key ingredient of the climate of effective schools is its health as an organization" (Roueche and Baker, 1986:31). Organizational health is determined through strong leadership, staff involvement, systematic evaluation of instruction, and rewarding and recognizing faculty and staff. Strong community support and involvement are other signs of organizational health. Taken together, all five elements that determine organizational health combine to create a professional atmosphere for the employees and provide a strong organizational climate (Roueche and Baker, 1986).

Campus Leadership

Three interrelated interpretations of "leadership" are found in the literature. Webster (1963:679) describes the properties of leadership as "the position or guidance of a leader," while Peters and Waterman (1983:75) state that "the role of the leader is one of orchestrator and labeler," taking what can be gotten in the way of action and shaping it into lasting commitment to a new strategic direction. Cristina Banks adds to the definition by stating that the term also relates to the influence a person has over others that results in change (Banks, 1986).

Having defined the basic framework of "leadership," research was conducted to investigate: (1) leadership in higher education, and (2) campus leadership as part of a system.

Leadership in Higher Education

Unlike business organizations, colleges and universities operating with public funds represent institutional settings which are unique and different. Educational leaders have to contend with a variety of internal and external groups and pressures which often demonstrate different, and sometimes conflicting, interest about the institution and its goals (Richman and Farmer, 1974). Internally, professional-bureaucratic dissonance creates complex organizational tensions in political, social and communications subsystems (Richman and Farmer, 1974), as well as for tensions for locus of control and decision-making (Mintzberg, 1979). Externally, disagreement and uncertainty centers around institutional mission and public service functions (Baldridge, Curtis, Ecker, and Riley, 1978; Sergiovanni and Carver, 1980; and Kamm, 1982). Usually, considerable fragmentation marks the specialized professional core, and uncertainty in technological areas is high.

Cohen and March (1974) presented eight alternative models of governance and leadership in social institutions in Leadership and Ambiguity. These models are implicit in the professional and semi-professional literature of organizations and administration. Each of the eight has a set of implicit assumptions about the circumstances under which it operates in a "technical" (Cohen and March, 1974) way--that is, the circumstances under which it renders decisions appropriately, given the distribution of power within the system.

The first model is the "competitive market metaphor" that describes an institution of higher education that provides services and opportunities in a free market. Students, faculty, donors, and communities select from a list of alternative institutions that come closest to satisfying their perceived needs. The second model is called the "administrative metaphor" (Cohen and March, 1974). In this model it is assumed that the institution has well-defined objectives that are precise and operational and that the technology of the operation is widely understood.

The "collective bargaining metaphor" (Cohen and March, 1974) is the third model to be presented, and assumes that there are fundamentally conflicting interests within the institution. The conflicts are resolved by bargaining among representatives of the major interests and the agreements are enforced by formal "contracts" (Cohen and March, 1974) and social pressures. This assumption concludes that the set of demands can be reconciled, usually through the introduction of mutually credible information with respect to the flexibility of demands and the reality of sanctions. This model is followed by the "democratic metaphor" (Cohen and March, 1974) which presents the institution of higher education as a community with an "electorate" (Cohen and March, 1974) consisting of students, faculty, alumni, citizens, parents, or some subset of these groups. The model derives its relevance from the fact that many members of the electorate still think of themselves as having constituencies whose support must be maintained.

The fifth model is the "consensus metaphor" (Cohen and March, 1974) in which governmental authority for the institution lies in a procedure for securing apparent unanimity. The consensus model assumes that most participants in the institution are part-time participants with heavy external demands on their time. It assumes that those outside demands are generally more compelling than the inside demands; that the status certification functions of governance are important relative to the decision functions of governance; and that most decision situations in the organization are susceptible to being translated into a discussion of the current concerns of any currently active participants.

Cohen and March (1974) then present an "anarchy metaphor" where each individual in the institution of higher education makes autonomous decisions. This model assumes a loosely connected world, or one that can be treated as loosely connected because it is bountiful, and large resource "buffers" (Cohen and March, 1974) can be established between decisions. It assumes that the statistical properties of a large number of autonomous decisions are such that they will reliably produce jointly satisfactory states and that leaders have relatively modest status demands.

The last two models consist of first the "independent judicary metaphor" (Cohen and March, 1974) in which there is a constituence without explicit leadership. It assumes that there are substantial conflicts between the immediate self-interest of current constituencies and the long-run interest of future constituencies and these interests induce the members of the institution to accept actions for the institution's sake that they would not necessarily take on their own behalf. And, finally, the "plebiscitary autocracy metaphor" (Cohen and March, 1974) identifies a ruler chosen by some arbitrary process and a constituency consisting of everyone in the community. In the end, it assumes that the making of a choice is usually more important than the making of any particular choice.

A further example of leadership in higher education is found in Policy Making and Effective Leadership (Baldridge, Curtis, Ecker, and Riley, 1978). Baldridge and his associates state that the organizational characteristics of academic institutions are so different from other enterprises that traditional management theories do not apply to them. Their goals are more ambiguous and diverse. They serve clients instead of processing materials. Their key employees are highly professionalized. They have unclear technologies based more on professional skills than on standard operating procedures. They have "fluid participation" (Baldridge, Curtis, Ecker, and Riley, 1978) with amateur decision makers who wander in and out of the decision process.

Baldridge, et al. also state that, as a result, traditional management theories cannot be applied to educational institutions without carefully considering whether they will work well in this unique academic setting. Some traditional theories, particularly related to decision-making, apply well to academic settings; others fail. Professional educators must, therefore, be extremely careful about attempts to manage or improve higher education with "modern management" (Baldridge, Curtis, Ecker, and Riley, 1978) techniques borrowed from business.

Baldridge, et al. provide alternative models of leadership and management approaches for institutions of higher education. The first model is identified as the "bureaucratic model" (Baldridge, Curtis, Ecker, and Riley, 1978), where the leader is seen as the hero who stands at the top of a complex pyramid of power. The hero's job is to assess the problems, consider alternatives, and make rational choices. Baldridge, et al. further state that much of the organization's power is held by the hero, and great expectations are raised because people trust him to solve problems and fend off threats from the environment.

The second model involves leadership in the "collegial model" (Baldridge, Curtis, Ecker, and Riley, 1978), which contrasts strongly with the hero-bureaucrat image. The collegial leader is at most a "first among equals" (Baldridge, Curtis, Ecker, and Riley, 1978) in an academic organization supposedly run by professional experts. The skills needed by a collegial leader differ from the scientific management principles employed by the hero. Instead of technical problem-solving skills, the collegial leader needs both professional expertise to insure high esteem among his colleagues and interpersonal abilities for developing the professional consensus needed to carry out organizational goals.

The third and final model, the "political model" (Baldridge, Curtis, Ecker, and Riley, 1978), in which the leader is a mediator, a negotiator, a person who jockeys between power blocks trying to establish viable courses of action for the institution. The political interpretation of leadership can be identified by observing when the institution of higher education comes to look like a "cabinet" form of administration. The key figure is not the president, but the political leader surrounded by his staff who gathers the information and expertise to construct policy. The "staff," the network of key administrators, actually make most of the critical decisions. Therefore, expertise becomes more important than ever, and leadership increasingly amounts to the ability to assemble, persuade, and facilitate the activities of knowledgeable experts.

Campus Leadership as Part of a System

Having summarized the specific models considered as being formats of leadership in higher education, a search was conducted to acquire current materials for use to measure the quality and excellence of campus leadership at an institution of higher education. Before investigating for assessment instruments, research was done to determine the expert's interpretation of campus leadership. Drucker states that "managers of institutions are collectively the leadership groups of the society of organizations. But individually a manager is just another fellow employee" (1974:368). Bob W. Miller, Robert W. Hotes, and Jack D. Terry, Jr. (1983:17) indicate that "the managing of a business, office, school, etc." is conducted by individuals who have been given the title of administrator. Instruments for measurement purposes were researched specifically related to the campus leadership qualities of administrators at institutions of higher education.

One of the better known models in business and industry used to determine "employed-centered" versus "job-centered" leadership behavior is the Robert R. Blake and Jane S. Mouton (1978) Managerial Grid. The Grid relies on two key dimensions for its axes: (1) concern for production, and (2) concern for people. Both axes are divided into nine-step scales from 1 to 9, creating a 9x9 matrix or "grid" with 81 fixed points with which to plot leadership behavior or style. The Managerial Grid is a descriptive model of leadership attitude, and Blake and Mouton made no straightforward claim that it is anything more. They maintain that the leader's major responsibility is to attain effective production and high morale through the participation and involvement of people in a team approach. Therefore, the integrated orientation or 9,9 "Team" approach is the one that leaders should move toward in most organizations.

Blake and Mouton, with the assistance of Martha Shipe Williams (1981), have adapted the original Managerial Grid to higher education. The adapted instrument, the Academic Administrator Grid, provides a systematic framework for ordering and compressing into usable form behavioral science theory and research significant for understanding and improving the exercise of leadership in college and university administration.

Two fundamental aspects of the exercise of leadership come to mind whenever an academic administrator thinks about his or her responsibilities: (1) concern for institutional performance and (2) concern for people. This means that the administrator is concerned with getting results, directly or through others. On the other hand, an administrator must be concerned with people--other administrators, faculty members, students, benefactors, the public--whomever the administrator deals with on a day-in and day-out basis (Blake, Mouton, and Williams, 1981).

Eighty-one possible combinations of concerns are represented on the Grid, as can be found on the original instrument designed for business and industry. Five major administrative styles are in the extreme four corners--1, 1; 9,1; 1,9; and 9,9--and in the very middle--5,5--with 1,1 being low and 9,9 being high. Thus, the use of the five main Grid styles provides a broad description of the most distinctive approaches to administration.

The five major grid styles have been capsulized with 1,1 as a "Caretaker Administration," exerting minimum effort to get required work done to sustain university membership. "Authority-Obedience Administration" is the label for the rating of 9,1. This form of administrative leadership provides efficiency in operations resulting from arranging conditions of work in such a way that human elements interfere to a minimum degree. A 1,9 rating is identified as having a "Comfortable and Pleasant Administration" with thoughtful attention to the needs of people for satisfying relationships leading to a comfortable, friendly university atmosphere and work tempo. "Team Administration," with a 9,9 rating, has been noted as the ideal form of administrative leadership and requires quality achievement from committed people; interdependence through a "common stake" in university purpose that leads to a mission of trust and respect. The middle rating of 5,5 is identified as "Constituency-Centered Administration" with adequate university performance being possible through balancing the necessity to get out results with maintaining morale at a satisfactory level (Blake, Mouton, and Williams, 1983).

The designers of this adaptation of the Managerial Grid state that

> when you assume an administrative role, you do not leave your personality and general way of dealing with others behind. Instead, you bring to your new position the values and interpersonal skills you have acquired throughout a lifetime (Blake, Mouton, and Williams, 1983:1).

Therefore, the assessment instrument that they have designed for academic administrators can be used by individuals working at the management level as a self-test to identify each person's management style as it relates to the entire institution.

In 1978, David G. Brown initiated a Leadership Vitality Project. The project was based on the following propositions: that leaders learn best from colleagues; that ideas from colleagues can spark new ideas, new thoughts; that interviews and other communication techniques can stimulate meaningful discussion among colleagues; and that leaders can improve their skills and job performance by reading, studying, and using other appropriate materials (Brown, 1979). Brown compiled a list of leadership strategies or skills and identified personal strengths and weaknesses that can be self-assessed, leading to the implementation of self-development strategies.

Three "umbrella" leadership characteristics were identified by the participants of Brown's (1979) study. A leader must (1) provide a *sense of direction*, (2) furnish a *structure for implementation*, and (3) project a *sense of enthusiasm*. All three sets of skills are essential for success. In addition to each characteristic, Brown identified clusters or groups of 12 leadership competencies. Each characteristic and competency will be discussed.

The leader with a Sense of Direction *thinks future possibilities*. The leader relates decisions to a sense of where the college is headed and where it might be ten years from now. The leader *recognizes present momentum* and relates decisions to the historic strength of the college, to the convictions of those who populate the institution, to a realistic assessment of the current circumstances, and to a sense of where the college has been. The leader *holds educational convictions* and relates decisions to three or four general principles about how students learn, what roles are appropriate for colleges, what kinds of knowledge should be part of every curriculum, or how faculty relate to the college mission. The leader thinks globally and analyzes decisions by thinking bigger--longer terms, higher principles, broader catgories, and wider geography. Finally, the leader relates personal values to decision making and has a personal respect for all mankind and a conviction that people are more important than procedures (Brown, 1979:51-52).

Looking at the leader who provides a Structure for Implementation it was determined that he respects expertise in others. The reader listens, consults, delegates, recognizes self-limits, decentralizes, and works effectively through others. The leader recognizes right time and place. He alters methods and assigns weights to concerns after assessing the particular situation, worries about good timing, decides promptly unless there are reasons to delay, and understands the context of decisions. The leader understands campus ethos. He minimizes social blunders by recognizing the distinctive decentralized authority structure of colleges, knowing that leading is with the consent of the governed, understanding the informal power structure, and sensing the difference between managing a business and administering a college. And last, the leader implements by increments. He breaks tasks into achievable steps, bounces back from temporary setbacks, appreciates that slow change is progress, relishes partial successes, avoids ultimatums, avoids becoming dogmatically set to one way, encourages and praises alternative and even contradictory approaches, and demonstrates relentless patience (Brown, 1979:52-53).

The third leadership characteristic is that of the leader with a Sense of Enthusiasm. This individual thinks positively and demonstrates great self-respect, discerns the best in everyone and every circumstance, redirects thinking from problems to challenges, and builds self-respect in others. This kind of leader acts with energy. He is an exemplar of commitment, drive, and enthusiasm. The final competency is that this leader possesses interpersonal skills. Such a leader motivates others, nurtures self-respect in associates, uses humor effectively, empathizes with associates, and projects charisma (Brown, 1979:52).

In the early 1980's Roueche and Baker began their initial research to find an appropriate assessment instrument to measure quality and excellence in campus leadership. The work of Brown, therefore, became the basic framework for the portion of their model related to campus leadership. It was during this time that Brown's (1979) study was released and became the basic framework for the instrument designed to measure campus leadership.

The Roueche-Baker Community College Excellence Model

Being aware of the nation's concern for quality and excellence at all levels of education, Drs. John E. Roueche and George A. Baker, III from The University of Texas at Austin, concluded that the topics merited investigation. They directed their research toward community colleges and established the fact that there was no national program to recognize community colleges for institutional efficacy and performance quality.

> Therefore, we [Roueche and Baker] were faced with two problems in our community college study: (1) how to select a small number of colleges for close study, and (2) where to find excellent colleges with evidence of student persistence, retention, and completion rates --uncommon data in community colleges (Roueche and Baker, 1987:9).

In order to select colleges as models for this study of excellence, they consulted several publications related to the work of community colleges, plus assembled a panel of authorities in the field. Fourteen experts were asked to rank order nominations of five community colleges known nationally for success in classroom instruction. Each panel member nominated Miami-Dade Community College as one of his or her five choices. Most important, Miami-Dade was the first choice of twelve of the fourteen panel members, and, therefore, recognized as an exemplary institution according to the criteria for nomination. Miami-Dade was used for an intensive investigation of one outstanding community college and became an excellent model for other institutions to follow and the basis for the development of The Roueche-Baker Community Excellence Model (Roueche and Baker, 1987).

As stated earlier in this chapter, the findings presented in Peters and Waterman's publication In Search of Excellence (1983) identified a set of elements that describe excellent American companies in business and industry. Roueche and Baker undertook an analysis of their study and were convinced that the eight basic findings related to quality and excellence in the corporate world also apply to education in general.

> We felt that each of the eight qualities found in exceptional companies expressed generic organizational and leadership characteristics that could be translated easily into educational terms (Roueche and Baker, 1986:156).

The eight attributes that Peters and Waterman identify as characteristics of excellent, innovative companies in the United States are: (1) a bias for action--even though these companies may be analytical in their approach to decision making, they are not paralyzed by that fact; (2) close to the customer--these companies learn from the people they serve; (3) autonomy and entrepreneurship--innovative companies foster many leaders and many innovators throughout the organization; (4) productivity through people--excellent companies treat the rank and file as the root source of quality and productivity gain; (5) hands-on, value driven--the basic philosophy of an organization has far more to do with its achievements than do technological or economic resources; (6) stick to the knitting--the odds for excellent performance seem strongly to favor those companies that stay reasonably close to businesses they know; (7) simple form, lean staff--the underlying structural forms and systems in the excellent companies are elegantly simple; and (8) simultaneous loose-tight properties--excellent companies are both centralized and decentralized (Peters and Waterman, 1983: 13-15).

Roueche and Baker translated Peters and Waterman's attribute, "close to the customer" to "close to the student." Similarly, "productivity through people" relates to "student achievement and satisfaction through schooling" with the help of those professionals who work in schools. They went on to state that

> we strongly believe that one does not build an excellent school solely by upgrading the design and delivery of instruction . . . we believe that little lasting improvement will occur without a focus and a commitment to excellence through the performance of the human beings within the school (Roueche and Baker, 1986:156).

Inspired by the work of Peters and Waterman, Roueche and Baker developed a new assessment procedure to determine quality and excellence at an institution of higher education entitled The Roueche-Baker Communiy College Excellence Model (Roueche and Baker, 1986). The model consists of the five elements of Climate for

Excellence, Situational Leadership, Teaching for Success, Systems for Success, all of which work toward the ultimate goal of Student Success, as shown in Figure 2.1. Each element can be measured independently or as a whole, depending on the specific needs of a given institution.

Figure 1 of the model is the overall frame within which the component items interact. For measuring Climate for Excellence (Figure 2), Roueche and Baker (1985) adapted Likert's Profile of Organizational Characteristics into a survey instrument suitable for measuring organizational climate. The new tool has been entitled Profile of College Characteristics (PCC), consisting of 26 items and using the six subscales of: Leadership, Motivation, Communication, Decision-Making, Reward, and Job Satisfaction.

The third element of The Roueche-Baker Community College Excellence Model (Figure 3), revolves around Situational Leadership. Brown's (1979) study relating to effective leadership characteristics has been adapted to Likert's (1967) "Systems" approach in the form of the Leadership Qualities Questionnaire (LQQ). The 12 leadership competencies identified by Brown have been placed into three clusters or groups: Sense of Direction, Structure for Implementation, and Sense of Enthusiasm.

Figure 4, Teaching for Success, outlines the 13 teaching themes which tend to characterize effective teaching performance, and are grouped in the three

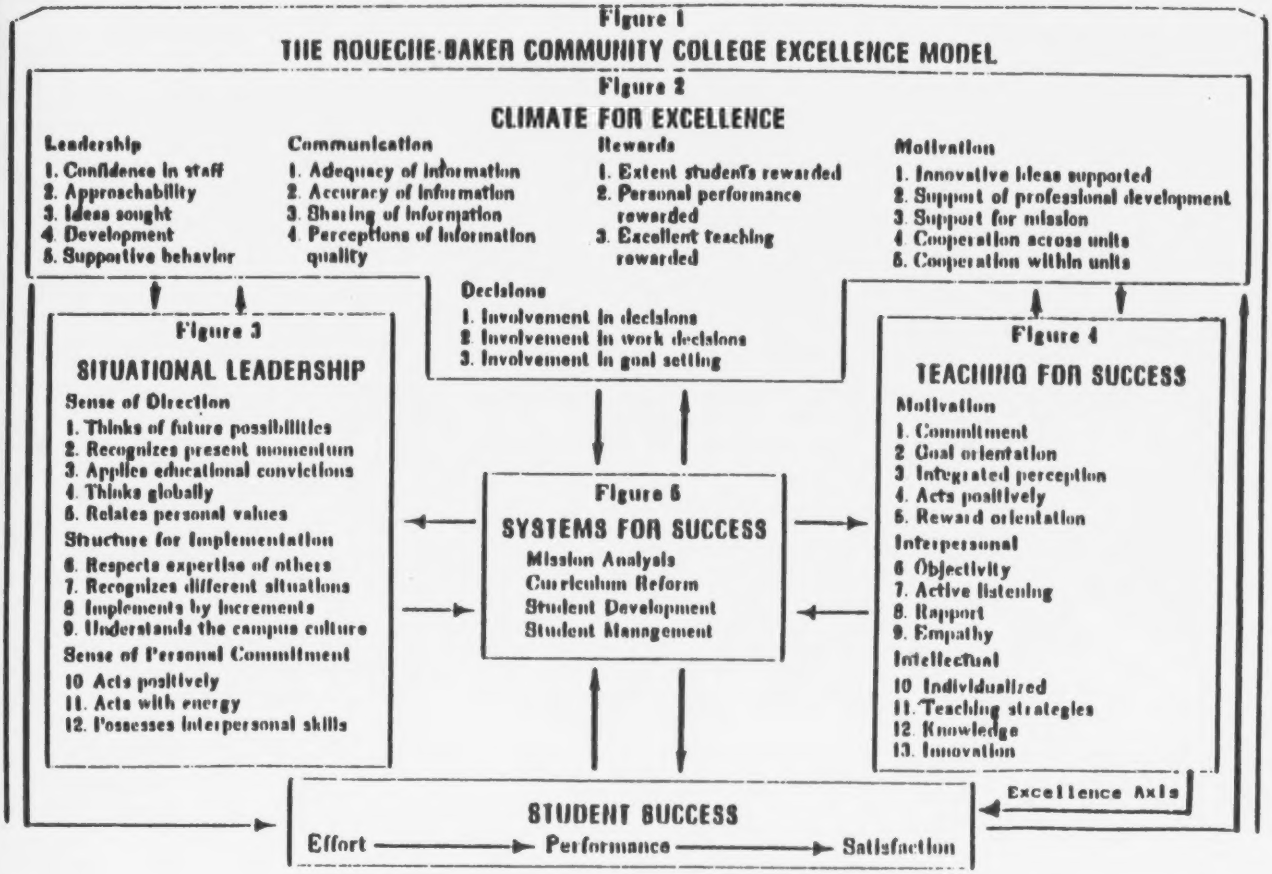
Figure 1
THE ROUECHE-BAKER COMMUNITY COLLEGE EXCELLENCE MODEL
Figure 2
CLIMATE FOR EXCELLENCE
Leadership
1. Confidence in staff
2. Approachability
3. Ideas sought
4. Development
5. Supportive behavior
Communication
1. Adequacy of information
2. Accuracy of information
3. Sharing of information
4. Perceptions of information quality
Rewards
1. Extent students rewarded
2. Personal performance rewarded
3. Excellent teaching rewarded
Motivation
1. Innovative ideas supported
2. Support of professional development
3. Support for mission
4. Cooperation across units
5. Cooperation within units
Decisions
1. Involvement in decisions
2. Involvement in work decisions
3. Involvement in goal setting
Figure 3
SITUATIONAL LEADERSHIP
Sense of Direction
1. Thinks of future possibilities
2. Recognizes present momentum
3. Applies educational convictions
4. Thinks globally
5. Relates personal values
Structure for Implementation
6. Respects expertise of others
7. Recognizes different situations
8 Implements by increments
9. Understands the campus culture
Sense of Personal Commitment
10 Acts positively
11. Acts with energy
12. Possesses interpersonal skills
Figure 5
SYSTEMS FOR SUCCESS
Mission Analysis
Curriculum Reform
Student Development
Student Management
Figure 4
TEACHING FOR SUCCESS
Motivation
1. Commitment
2 Goal orientation
3 Integrated perception
4. Acts positively
5. Reward orientation
Interpersonal
6 Objectivity
7. Active listening
8. Rapport
9. Empathy
Intellectual
10 Individualized
11. Teaching strategies
12. Knowledge
13. Innovation
Excellence Axis
STUDENT SUCCESS
Effort
Performance
Satisfaction

Figure 2.1. The Roueche-Baker Community College Excellence Model.

Source: John E. Roueche and George A. Baker, III, "The Success Connection: Examining the Fruits of Excellence." Community, Junior and Technical College Journal, 56(5):47-56. April/May, 1986.

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categories of: Motivation, Interpersonal, and Intellectual. Systems for Success (Figure 5) summarizes the systems needed for an effective college operation, including: Mission Analysis, Curriculum Reform, Student Development, and Student Management. Finally, the model concludes with the ultimate goal of institutional effectiveness with the essentials of Student Success: Effort, Performance, and Satisfaction.

After reviewing specific models adapted for use by educational institutions at all levels, The Roueche-Baker Community College Excellence Model was selected for this study because of: (1) its development from the theories of organizational climate and campus leadership, (2) its validation of measurement instruments at a national level, and (3) its design for use specifically at the community college level.

Summary

Review of the literature for this study has centered around research related to the specific areas of organizational climate and campus leadership, followed by a discussion of The Roueche-Baker Community College Excellence Model. The balance of this study has been based on an analysis of Bakersfield College using the findings and conclusions drawn from the literature presented.

Chapter 3

PROCEDURES AND METHODOLOGY

General Research Methodology

The normative survey method of research was used to fulfill the purposes of this study.

Collection of Data

After deciding upon conducting a study on organizational climate and campus leadership at Bakersfield College, arrangements were made to meet with Dr. Richard L. Wright, President of the College, to discuss a plan and to gain written approval to proceed with it. Dr. Wright granted permission for the study (Appendix A), agreeing that all employees of the institution should be included in the study.

Personal interviews were conducted with Drs. John E. Roueche and George A. Baker, III, at The University of Texas at Austin, designers of The Roueche-Baker Community College Excellence Model, in order to receive permission to use the model and their survey instruments as the basis for the comparison to be made. Drs. Roueche and Baker gave their written permission also (Appendix B).

Having obtained necessary approvals, a review of the literature was made, principally at the California

Polytechnic State University in San Luis Obispo, California; the University of the Pacific in Stockton, California; the University of California at Los Angeles in Los Angeles, California; Nova University in Fort Lauderdale, Flordia; and The University of Texas at Austin in Austin, Texas.

The next task was to obtain from the Office of the President at Bakersfield College a complete list of administrators and teaching faculty (certificated staff), including individual assignments, and to obtain a list of all staff (classified employees), including individual assignments, from the Office of Classified Personnel at the College.

All Bakersfield College employees were surveyed and assigned to one of three groups according to their job classification and/or responsibilities as follows: (1) administrators, (2) teaching faculty, and (3) staff.

Assistance in designing a personal cover letter to accompany the survey instruments (Appendix C) was secured from President Emeritus of Bakersfield College, Dr. John J. Collins.

The demographic questions answered by each participant on the General Information Sheet (Appendix D) were selected with the assistance of Dr. Mary Allen, Chairman of the Psychology Department at California State College, Bakersfield.

The first section of the survey, relating to organizational climate, was Roueche and Baker's adaptation of Rensis Likert's (1967) Profile of Organizational Characteristics entitled Profile of College Characteristics (PCC), which included four organizational systems based on the following management styles: Exploitive Authoritative, Benevolent Authoritative, Consultative, and Participative Group. For the purposes of this study, the organizational climate instrument was divided into three sets of color-coded questionnaires, the first set called the Administrative Form, the second set called the Teaching Faculty Form, and the third set called be the Staff Form (Appendices E-G). Each form consisted of questions numbered 1-56, with some slight alterations in the wording referring to "leaders" and "administration."

The second section of the survey, relating to campus leadership, was Roueche and Baker's adaption of David G. Brown's (1979) conceptual framework of leadership, which Roueche and Baker referred to as the Leadership Qualities Questionnaire (LQQ). This instrument, also color-coded, was a single form sent to all employees and included questions numbered 57-109 (Appendix H). The instrument included the name of the supervising dean being rated by the employee and the specific departmental assignment of the employee. An employee having sole responsibility for a given task was listed with the respective dean in a category entitled "Miscellaneous."

The complete packets of materials were distributed by first class mail to all employees of Bakersfield College at their residences. Information in the packet stated that there was a three-week grace period for returning the instruments. At the end of the second week, a follow-up post card reminding participants of the requested deadline was also sent by first class mail.

Treatment of Data

All returned surveys were included in the analysis. Usable information, including demographic characteristics, employee status, and department for each respondent, were coded and computer analyzed. Preliminary analyses of the responses were made to determine the representativeness of the three groups surveyed and to summarize the respondents' demographic characteristics.

All forms of the PCC presented questions requiring ratings on a seven-point Likert Scale ranging from a low of one to a high of seven, on the following six variables: Leadership, Motivation, Communication, Decision-Making, Reward, and Job Satisfaction. An average of the ratings of the six variables reflects Overall Climate. Results were compared to those obtained for the Miami-Dade (Mullin, 1985), the Pilot Community College Norms (Roueche and Baker, 1986), and the Wolfson campus (Romanik and Rogers, 1986), using Z-tests.

In addition, the PCC asked participants to evaluate the importance of each variable on a scale of most-to-least-important. Frequencies were examined in order to summarize the perceived relative importance of the variables rated. Results of this qualitative analysis were used to determine which areas were perceived by respondents to be most in need of improvement. Responses to an open-ended question asking for additional input on each variable were also examined for consensus.

The LQQ consisted of questions which also required ratings on a seven-point Likert Scale, ranging from a low of one to a high of seven, on the following three clusters or groups of leadership competencies: Sense of Direction, Structure for Implementation, and Sense of Personal Commitment. A compilation of the ratings for the three groups of leadership competencies formed the Overall Average. Qualitative analyses of the ratings on a scale of most-to-least important were conducted to identify which of the clusters or groups of leadership competencies were most in need of improvement. Finally, an open-ended question asked respondents to comment on the effect that the supervisor being rated had on overall campus climate. Responses to open-ended questions were recorded and comments with similar content were clustered into areas of common concern.

Results for the eleven areas included in the two survey instruments were summarized for each of the following groups of respondents: administrators, teaching faculty, and staff. One-way analysis of variance was used to compare the average responses of the three employee groups. A compilation of the results for the eleven areas has been presented as the total campus response.

The three LQQ clusters of competencies, plus the overall average, were compared among the administrators, using one-way analysis of variance. In addition, the four ratings on each administrator by teaching faculty and staff were summarized. T-tests were used to compare ratings when sample sizes were sufficiently large to make such comparison appropriate.

In order to examine relationships between campus leadership and campus climate ratings, two general procedures were used: correlations between the ratings were calculated for administrators, teaching faculty, and staff individually and for the whole sample; and multiple regressions was used to examine how well ratings of campus leaders predict overall climate ratings.

Summary

Permission was received from the President of Bakersfield College to conduct a study on organizational climate and campus leadership that included all employees of the institution, using the survey instruments designed by Drs. John E. Roueche and George A. Baker, III. Following a review of literature and after having obtained the names of all administrators, teaching faculty, and staff, a letter of explanation was designed to accompany the survey instruments and the materials were distributed.

All returned data were included in the analysis. The two survey instruments were rated on a seven-point Likert Scale ranging from a low of one to a high of seven. Results of the eleven areas investigated were summarized by respondent groups. One-way analysis of variance was used to compare the average responses of the three employee groups and to compare ratings of individual administrators. T-tests were used to compare ratings when sample sizes were sufficiently large to make a comparison appropriate. Relationships were examined by the use of correlations between ratings and multiple regressions were used to determine the predictability of campus leadership ratings on the overall climate ratings.

Chapter 4

PRESENTATION OF RESULTS

Participants

All 505 employees on the monthly payroll roster at Bakersfield College were asked to participate in this study. Everyone was assigned to one of three groups as follows: (1) administrators--nine (five senior administrators and four associate), (2) teaching faculty--228, and (3) staff--268. One member of the staff left the position just prior to mailing out the packets of materials for the study, so 504 sets of survey instruments were distributed through first class mail.

A total of 176 (35 percent) of the employees returned surveys with 12 sets being too incomplete to code. Therefore, the final data analysis was based on the responses received from 164 (33 percent) participants. Return rates are summarized in Table 4.1. The rate of return by group was as follows: administrators--78 percent, teaching faculty--41 percent, and staff--24 percent. The data were further analyzed to determine the percentage represented by each group in the total survey and on the campus. The findings for the total survey indicated that administrators represented four percent, teaching faculty

Table 4.1

Rate of Return for Respondent Groups

Group	Number Surveyed	Number Returned	Return Rate	% in Total Survey	% of Campus
Administrators	9	7	78%	4%	2%
Teaching Faculty	228	93	41%	57%	45%
Staff	267	64	24%	39%	53%
Total	504	164	33%	100%	100%

57 percent, and staff 39 percent. The comparable figures for the campus are: administrators make up two percent, teaching faculty 45 percent, and staff 53 percent. These results are illustrated in Figure 4.1.

Demographic Characteristics

Demographic characteristics from the General Information Sheet (Appendix D) were summarized. Most participants were Caucasian (n = 142), and there were nine Hispanic, three Oriental, two Black, and three were of other ethnic backgrounds. Seventy-four males participated in the study and 85 females. Their ages averaged 44.52 years (n = 149, SD = 9.92). Participants averaged 12.12 years at Bakersfield College (n = 160, SD = 7.56) and 14.30 years in higher education (n = 141, SD = 8.22).

Organizational Climate

The PCC survey contained 26 items that were analyzed separately and as seven scaled scores. Responses were on a seven point scale, with a score of seven representing the most positive response. There were six organizational climate subscales, average responses on items reflecting leadership, motivation, communication, decision-making, rewards, and job satisfaction. In addition, an overall organizational climate rating was computed as the average of these six scores.

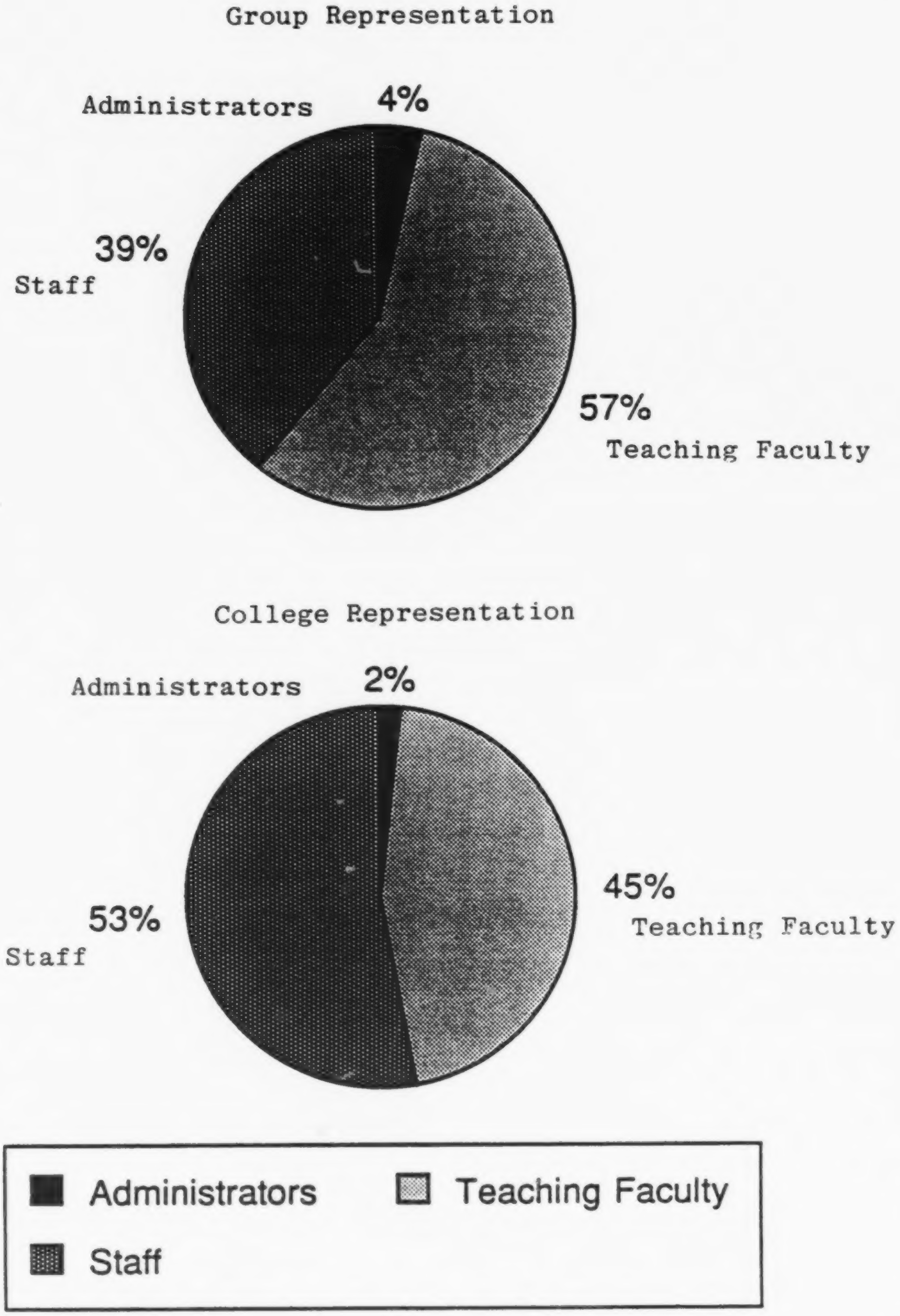


Figure 4.1

Percentage Participation in Survey

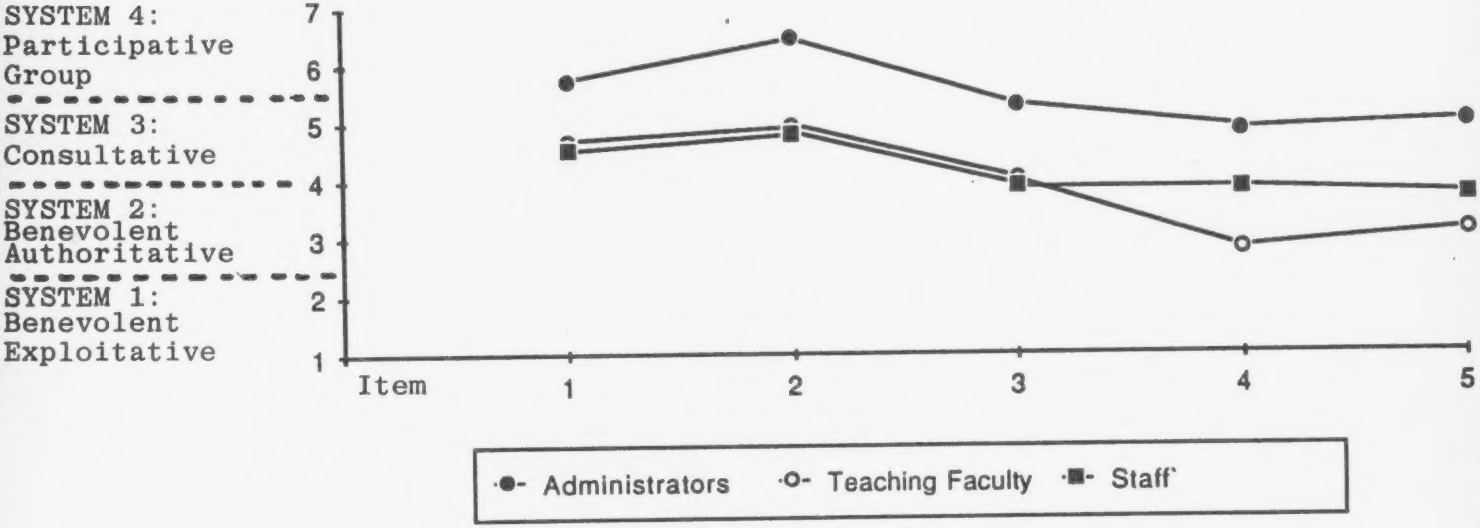
Means ranged from one to seven for each item and scale. Likert's (1967) classification system converts score ranges to organizational climate or management styles using the following scheme:

System	Range	Management Style
1	1.0 - 1.4	Exploitive Authoritative
2	1.5 - 3.9	Benevolent Authoritative
3	4.0 - 5.4	Consultative
4	5.5 - 7.0	Participative Group

Leadership

The Leadership scales were composed of five items. Item results are summarized in Figure 4.2. The first item, Confidence in Staff, had average ratings of 5.71 by the administrators (System 4, Participative Group), 4.68 by the teaching faculty (System 3, Consultative), and 4.54 by the staff (System 3, Consultative). The second item, Approachability, had average ratings of 6.43 by the administrators (System 4, Participative Group), 4.94 by the teaching faculty (System 3, Consultative), and 4.82 by the staff (System 3, Consultative).

The third item, Encourage Innovation, had an average response by the administrators of 5.29 (System 3, Consultative), an average rating by the teaching faculty of 4.02 (System 3, Consultative), and an average response of 3.89 by the staff (System 3, Benevolent Authoritative). This item was followed by Skills Development, where the



Item	Adm.	T.F.	Staff
1. Confidence in Staff	5.71	4.68	4.54
2. Approachability	6.43	4.94	4.82
3. Encourage Innovation	5.29	4.02	3.89
4. Skills Development	4.86	2.83	3.86
5. Supportive Behavior	5.00	3.14	3.71

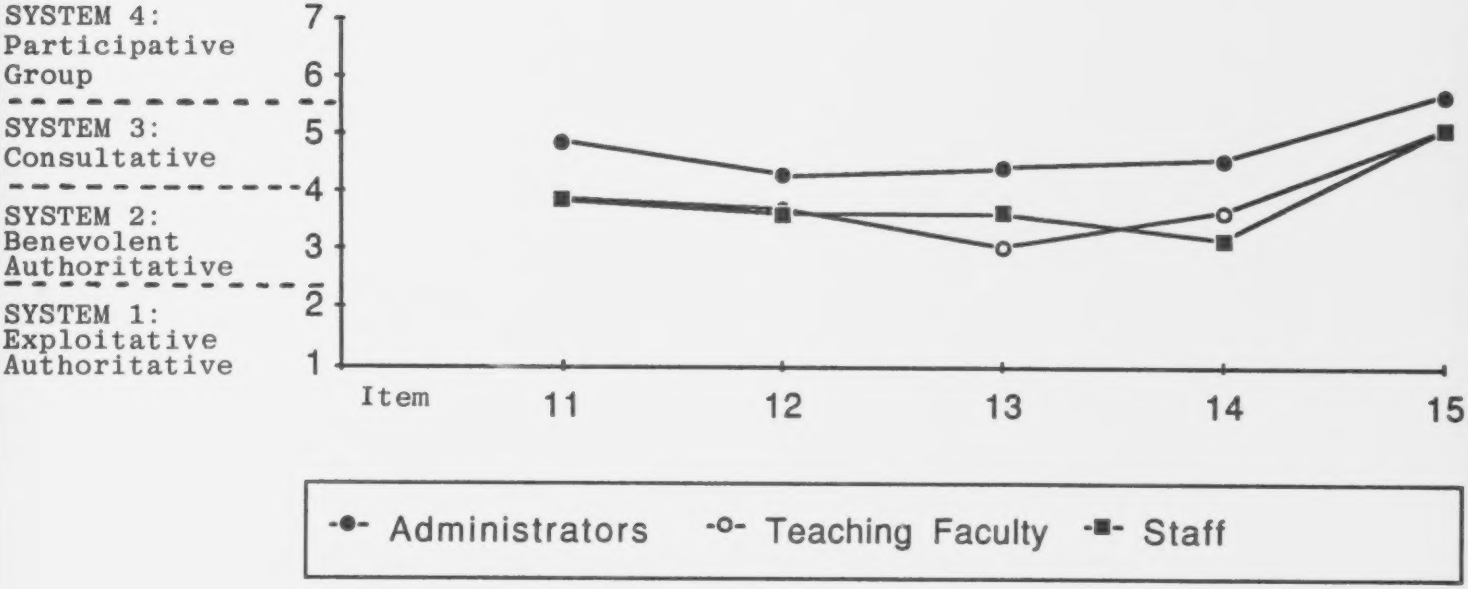
Figure 4.2

Profile of College Characteristics: Leadership Scale Item Means administrators gave an average 4.86 rating (System 3, Consultative), while the teaching faculty and staff averaged 2.83 and 3.86, respectively (System 2, Benevolent Authoritative). The final item analyzed within this scale was Supportative Behavior. The administration rated this item 5.00 (System 3, Consultative), with the teaching faculty and staff averaging 3.14 and 3.71 respectively (System 2, Benevolent Authoritative).

Motivation

The Motivation scale included five items for analysis, and item averages are summarized in Figure 4.3. Item one, Innovative Ideas Supported, had an average rating by administrators of 4.86 (System 3, Consultative), by teaching faculty 3.89 (System 2, Benevolent Authoritative), and by staff 3.86 (System 2, Benevolent Authoritative). The next item, Support for Professional Development, had an average of 4.29 by the administrators (System 3, Consultative), 3.71 by the teaching faculty (System 2, Benevolent Authoritative), and 3.63 by the staff (System 2, Benevolent Authoritative).

The third item related to Support for Mission and included average ratings of 4.43 by the administrators (System 3, Consultative), and 3.04 and 3.64 by the teaching faculty and staff, respectively (System 2, Benevolent Authoritative). Cooperation Across Departments was the



	Item	Adm.	T.F.	Staff
11.	Innovative Ideas Supported	4.86	3.89	3.86
12.	Support for Professional Development	4.29	3.71	3.63
13.	Support for Mission	4.43	3.04	3.64
14.	Cooperation Across Departments	4.57	3.65	3.19
15.	Cooperation Within Department	5.71	5.10	5.14

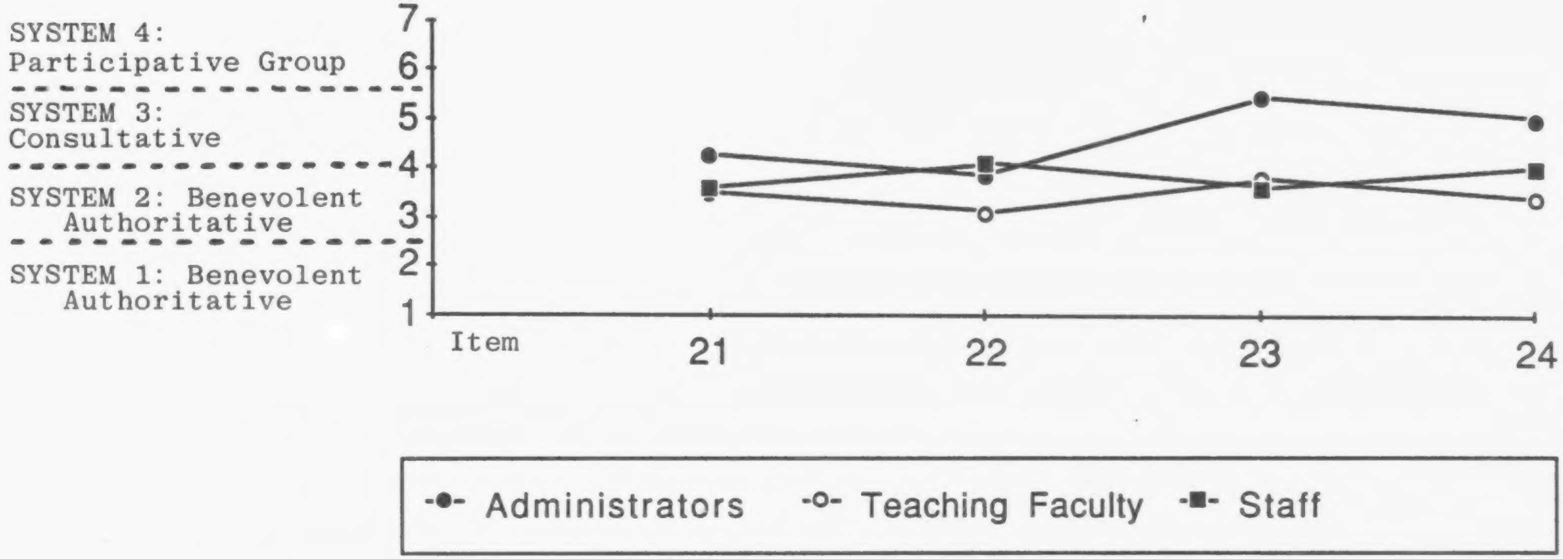
Figure 4.3

Profile of College Characteristics: Motivation Scale Item Means next item in this scale and the administrators averaged 4.57 (System 3, Consultative), the teaching faculty averaged 3.65 (System 2, Benevolent Authoritative), and the staff averaged 3.19 (System 2, Benevolent Authoritative). The final item, Cooperation Within Department, was given an average rating of 5.71 by the administrators (System 4, Participative Group), 5.10 by the teaching faculty (System 3, Consultative), and 5.14 by the staff (System 3, Consultative).

Communication

The Communication scale involved four items. Item results are summarized in Figure 4.4 The first item, Adequacy Re: Quality of Information Received, had average ratings of 4.29 by the administrators (System 3, Consultative), 3.50 by the teaching faculty (System 2, Benevolent Authoritative), and 3.60 by the staff (System 2, Benevolent Authoritative). The second item, Usefulness of Information, received average ratings by administrators and teaching faculty of 3.86 and 3.11, respectively (System 2, Benevolent Authoritative). The staff averaged 4.11 (System 3, Consultative).

Item three related to Sharing of Information and was given an average rating of 5.43 by the administrators (System 3, Consultative), while the teaching faculty and staff averaged 3.82 and 3.60, respectively (System 2,



	Item	Adm.	T.F.	Staff
21.	Adequacy Re: Quality of Information Received	4.29	3.50	3.60
22.	Usefulness of Information	3.86	3.11	4.11
23.	Sharing of Information	5.43	3.82	3.60
24.	Communication of Positive Expectations	5.00	3.40	4.03

Figure 4.4

Profile of College Characteristics: Communication Scale Item Means

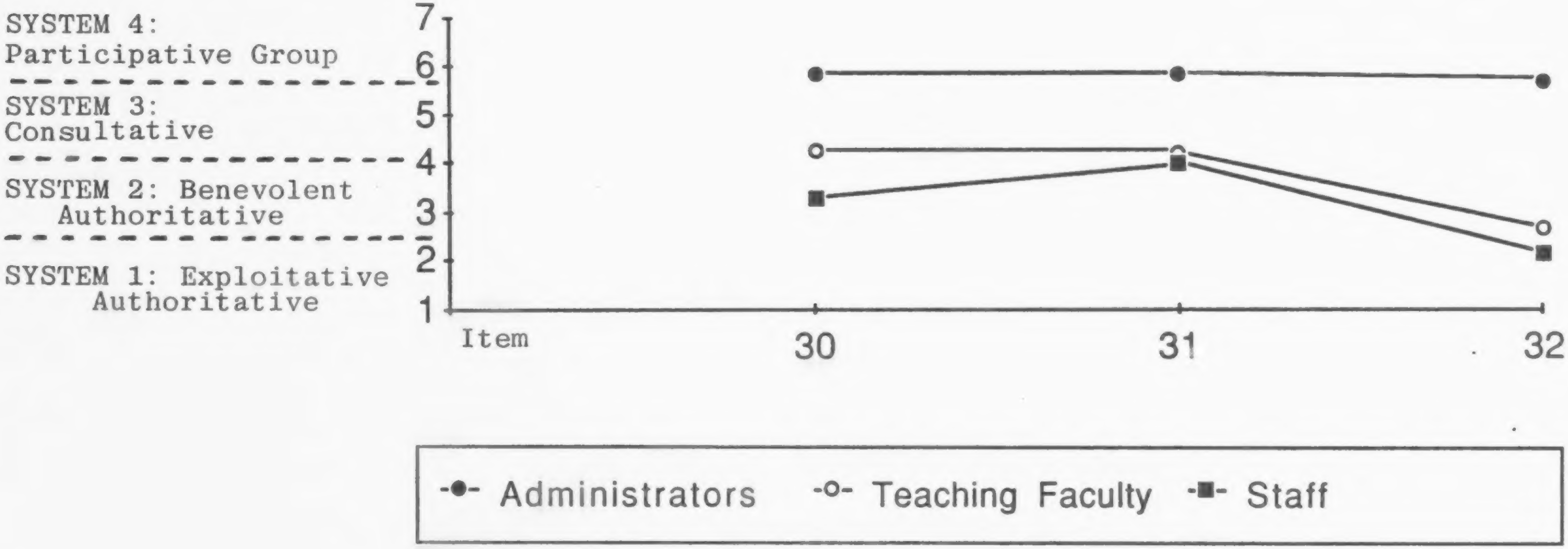
Benevolent Authoritative). The final item was Communication of Positive Expectations and had average ratings of 5.00 by the administrators (System 3, Consultative), 3.40 by the teaching faculty (System 3, Benevolent Authoritative), and 4.03 by the staff (System 3, Consultative).

Decision-Making

Figure 4.5 summarizes the three items on the Decision-Making scale. The first item on this scale is Involvement in Institutional Decisions. The administrators had an average 5.86 rating (System 4, Participative Group), the teaching faculty 4.27 (System 3, Consultative), and the staff 3.31 (System 2, Benevolent Authoritative). For the item on Involvement in Work Decisions the administrators gave an average rating of 5.86 (System 4, Participative Group), while the teaching faculty and staff had averages of 4.24 and 4.02, respectively (System 3, Consultative). Item three, Involvement in Goal-Setting, had an average rating of 5.71 from the administrators (System 4, Participative Group), and 2.66 and 2.16 from the teaching faculty and staff, respectively (System 2, Benevolent Authoritative).

Reward

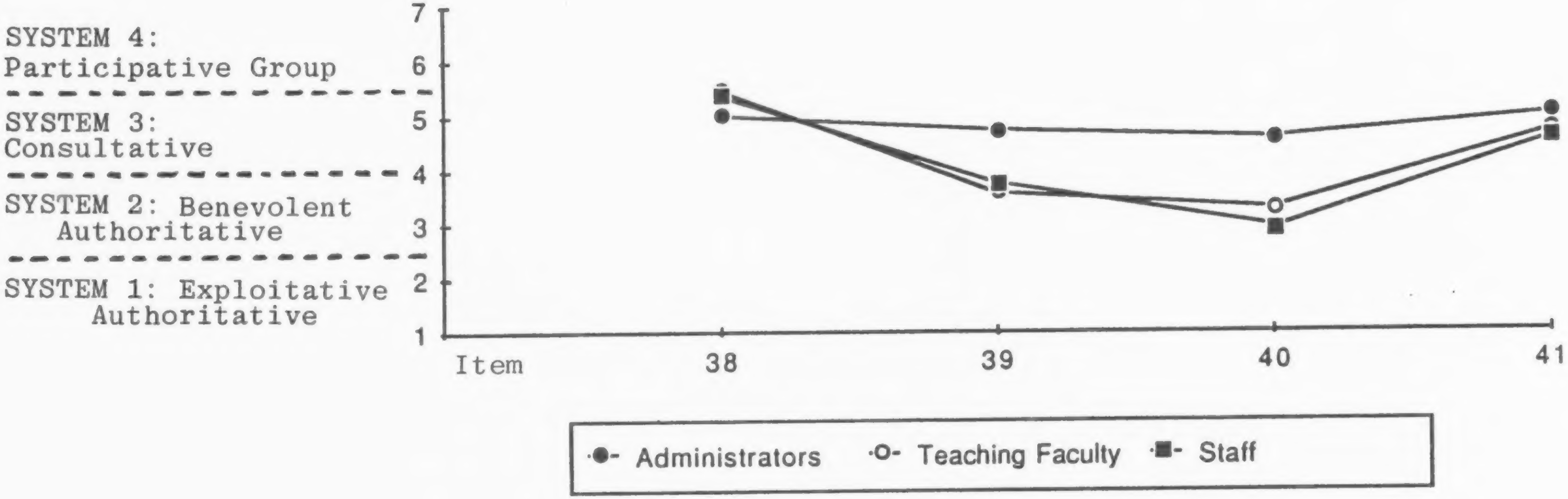
The findings for the items in the Reward scale are presented in Figure 4.6. and involve four items. For the first item, Extent Campus Serves Student's Needs, all three



Item	Adm.	T.F.	Staff
30. Involvement in Institutional Decisions	5.86	4.27	3.31
31. Involvement in Work Decisions	5.86	4.24	4.02
32. Involvement in Goal-Setting	5.71	2.66	2.16

Figure 4.5

Profile of College Characteristics: Decision-Making Scale Item Means



Item	Adm.	T.F.	Staff
38. Extent Campus Serves Student's Needs	5.00	5.47	5.38
39. Personal Performance Rewarded	4.71	3.57	3.73
40. Excellent Teaching/Performance Rewarded	4.57	3.29	2.92
41. Excellent Teaching/Performance Expected	5.00	4.71	4.56

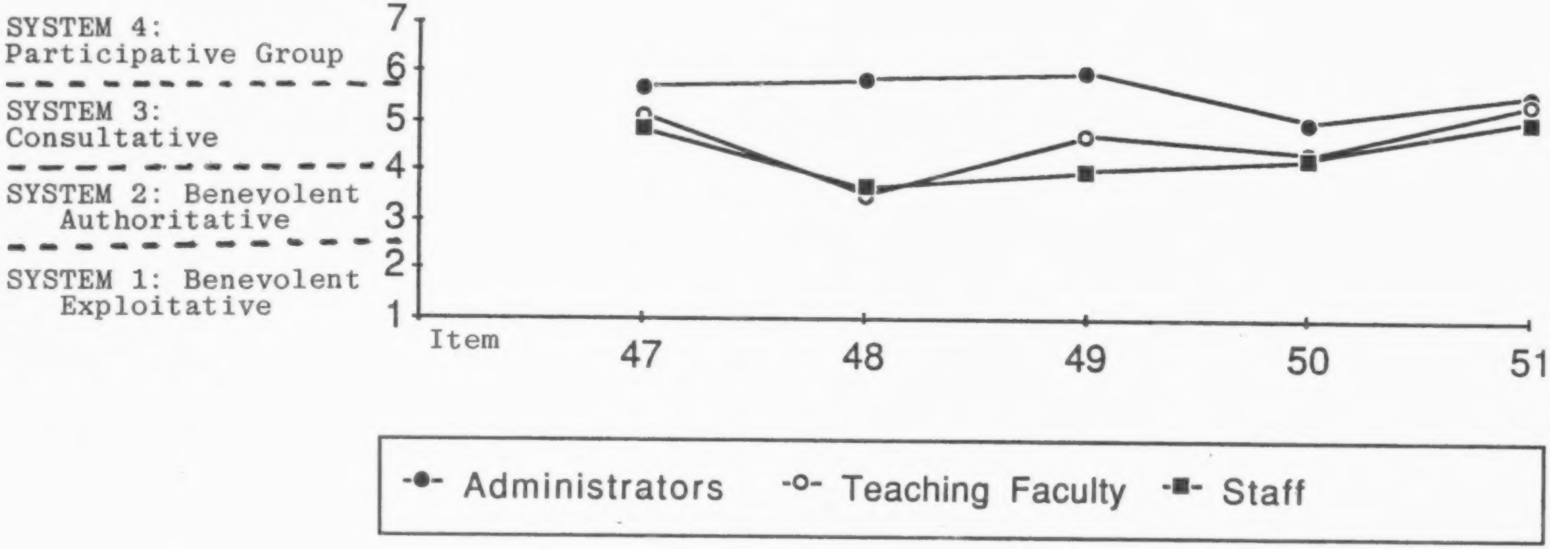
Figure 4.6

Profile of College Characteristics: Reward Scale Item Means groups gave average ratings within the same range. The administrators averaged 5.00, the teaching faculty 5.47, and the staff 5.38 (System 3, Consultative). On the item referring to Personal Performance Rewarded the administrators averaged 4.71 (System 3, Consultative), and the teaching faculty and staff averaged 3.57 and 3.73, respectively (System 2, Benevolent Authoritative).

Excellent Teaching/Performance Rewarded was rated by the administrators an average of 4.57 (System 3, Consultative), and the teaching faculty and staff gave the item an average of 3.29 and 2.92, respectively (System 2, Benevolent Authoritative). On the item referring to Excellent Teaching/Performance Expected the administrators averaged 5.00, the teaching faculty averaged 4.71, and the staff averaged 4.56. All three group averages are in Likert's System 3, Consultative.

Job Satisfaction

The five items on the Job Satisfaction scale are summarized in Figure 4.7. The first item, Satisfied With Job Security, had the administrators and teaching faculty averaging ratings of 5.71 and 5.16, respectively (System 4, Participative Group), and the staff averaged 4.86 (System 3, Consultative). The Satisifed With Salary item had average ratings by the administrators of 5.86 (System 4, Participative Group) and the teaching faculty and staff



	Item	Adm.	T.F.	Staff
47.	Satisfied with Job Security	5.71	5.16	4.86
48.	Satisfied with Salary	5.86	3.52	3.68
49.	Job-Satisfies Goals and Aspirations	6.00	4.75	4.02
50.	Feel Drained and "Burned Out"	5.00	4.35	4.27
51.	Accomplished Many Worthwhile Goals	5.57	5.39	5.06

Figure 4.7

Profile of College Characteristics: Job Satisfaction Scale Item Means

3.52 and 3.68, respectively (System 2, Benevolent Authoritative).

On the Job-Satisfies Goals and Aspirations item, the administrators averaged a 6.00 rating (System 4, Participative Group), while the teaching faculty and staff averaged 4.75 and 4.02, respectively (System 3, Consultative). All three groups rated Feel Drained and "Burned Out" in the same range, with the administrators averaging 5.00, the teaching faculty averaging 4.35, and the staff averaging 4.27 (System 3, Consultative). Finally, the item related to Accomplished Many Worthwhile Goals was rated by the administrators with an average of 5.57 (System 4, Participative Group), and the teaching faculty and staff gave averages of 5.39 and 5.06, respectively (System 3, Consultative).

The Seven Organizational Climate Summary Scores

Table 4.2 and Figure 4.8 summarize the results for the seven scaled scores. The scale for Leadership averaged 4.08 (System 3, Consultative), while Motivation, Communication, and Decision-Making averaged ratings in the same range, 3.93, 3.68, and 3.58, respectively (System 2, Benevolent Authoritative). Rewards and Job Satisfaction averaged ratings of 4.22 and 4.58, respectively (System 3, Consultative), with an Overall Organizational Climate averaging 4.05 (System 3, Consultative).

Table 4.2

Summary of PCC Scale Results for the Respondent Groups

Variable	Administrators			Teaching Faculty			Staff			Overall		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
Leadership	5.46	.76	7	3.92	1.45	89	4.16	1.53	65	4.08	1.49	161
Motivation	4.77	1.04	7	3.89	1.33	86	3.88	1.41	62	3.93	1.36	155
Communication	4.64	1.09	7	3.51	1.09	84	3.81	1.53	63	3.68	1.30	154
Decision-Making	5.81	1.26	7	3.71	1.52	89	3.15	1.50	64	3.58	1.59	160
Reward	4.82	.77	7	4.25	1.19	88	4.11	1.21	59	4.22	1.19	154
Job Satisfaction	5.63	1.02	7	4.64	1.12	92	4.38	1.37	63	4.58	1.24	162
Overall Climate	5.18	.86	7	4.00	1.06	78	3.97	1.22	54	4.05	1.14	139

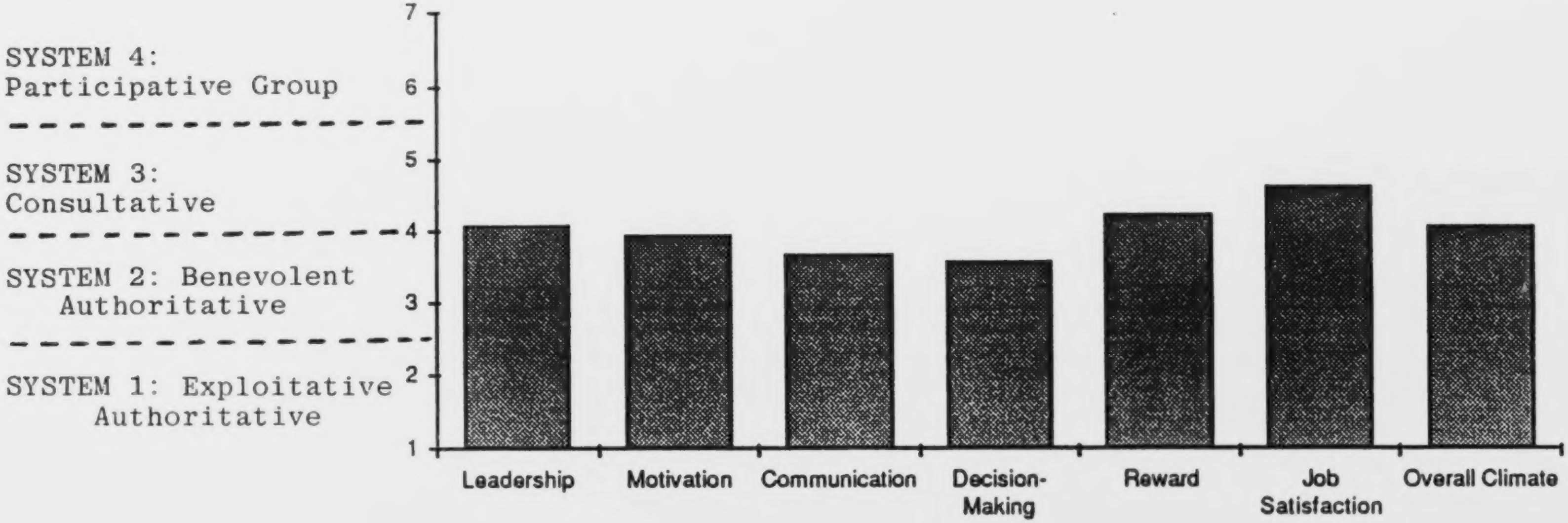


Figure 4.8

Profile of College Characteristics: Overall Climate Scale Item Means

Table 4.2 presents PCC scaled score means for the three participant groups. Seven z one-way analyses of variance were conducted to examine group differences. Four of these tests were significant, and Tukey's least-significant difference post hoc tests were conducted on all pairwise contrasts using the .05 level of significance. For Leadership the results were $F(2,158) = 3.74$, $p < .05$, and administrators were significantly different from each of the other two groups. For Decision-Making the results were $F(2,157) = 10.68$, $p < .001$ and all pairwise contrasts were significant. For Job Satisfaction $F(2,159) = 3.54$, $p < .05$, and administrators were different from each of the other two groups, and for Overall Organizational Climate $F(2,136) = 3.75$, $p < .05$, with administrators again different from each of the other two groups.

Organizational Climate Compared to Previous Studies

The average ratings of the variables which comprise organizational climate at Bakersfield College were compared to the findings of three previous studies: Miami-Dade Study, 1985; Pilot Test Community Colleges Study, 1986; and Wolfson Campus Study, 1986. Table 4.3 and Figure 4.9 summarize the results of these findings. Nineteen z tests were conducted comparing PCC means found at Bakersfield College to those reported for the three previous studies.

Table 4.3

PCC Means for Bakersfield College and Comparisons with Three Previous Studies

Variable	BC	Pilot Test Community Colleges	Miami-Dade	Wolfson Campus
Leadership	4.08	4.16	5.24*	5.13*
Motivation	3.93	4.64*	5.52*	4.85*
Communication	3.68	4.28*	5.12*	4.72*
Decision-Making	3.58	3.54	4.58*	4.07*
Reward	4.22	3.70*	4.89*	4.74*
Job Satisfaction	4.58	--	--	4.52
Overall Climate	4.05	4.19	5.06*	4.71*

*Significantly different from BC mean, $p < .001$.

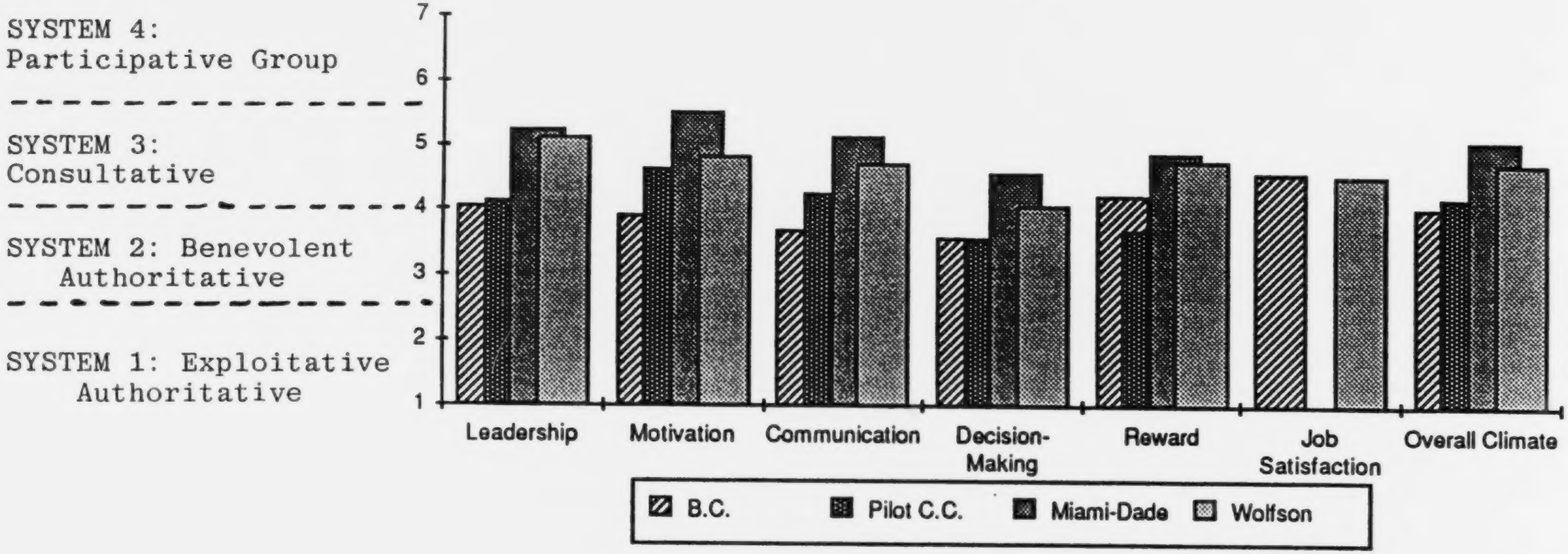


Figure 4.9

Profile of College Characteristics: Rating Comparisons at Bakersfield College and Three Previous Studies

Fifteen of these tests were significant, with z's ranging from 3.90 to 14.68 for the significant results, at a $p < .001$. Bakersfield College means were lower on 14 of the 15 significant comparisons, as can be seen on Table 4.3.

Campus Leadership

The second survey instrument used for this study, the LQQ, examined the current campus leadership at Bakersfield College. This instrument investigated the three clusters or groups of leadership competencies referred to by Brown (1979): Sense of Direction, Structure for Implementation, and Sense of Personal Commitment. Participants were asked to rate each question using a seven point scale ranging from a low of one to a high of seven. Average item responses were calculated for each of the three scales and for the overall LQQ. The mean for each scale was then converted to Likert's (1967) classification system for organizational climate or management style.

Results were analyzed to reflect the respondents' impressions of the management style used by each of the nine administrators on the Bakersfield College campus. In order to ensure anonymity, each administrator was identified by one of two groups: (1) senior or (2) associate. Five employees serve the institution in a senior administrative capacity and four at the associate level. (See the Organization Chart, Appendix I.)

Table 4.4 and Figure 4.10 summarizes the averages for the three LQQ scores and the Overall Average LQQ score among the three respondent groups and the total sample. On Sense of Direction the administrators and teaching faculty rated campus leadership with an average of 5.10 (System 3, Consultative), the staff averaged 5.02 (System 3, Consultative), and the overall sample averaged 5.07 (System 3, Consultative). The ratings for Structure for Implementation averaged 4.56 for the administrators and teaching faculty (System 3, Consultative), 4.90 for the staff (System 3, Consultative), and 4.68 for the total sample (System 3, Consultative).

Sense of Personal Commitment was given an average of 5.01 by the administrators and teaching faculty (System 3, Consultative), 4.80 by the staff (System 3, Consultative), and 4.94 by the total sample (System 3, Consultative). The Overall Average LQQ scores by the three respondent groups were 5.06 for the administrators and teaching faculty (System 3, Consultative), and 4.10 for the staff (System 3, Consultative). All participants averaged 5.00 (System 3, Consultative).

Correlations between the three LQQ scores and the Overall Average LQQ were calculated for each of the three respondent groups. Correlations ranged from .90 to .98, and each was significant at the .001 level.

Survey return rates for the nine administrators varied from 0 to 50 percent by staff members and from 0 to

Table 4.4

Summary of LQQ Scale Results for the Respondent Groups

Variable	Administrators and Teaching Faculty			Staff			Overall		
	M	SD	n	M	SD	n	M	SD	n
Sense of Direction	5.10	1.62	71	5.02	1.63	38	5.07	1.62	109
Structure for Implementation	4.56	1.89	70	4.90	1.69	37	4.68	1.82	107
Sense of Personal Commitment	5.01	1.67	69	4.80	1.66	37	4.94	1.66	106
Overall Average	5.06	1.61	60	4.90	1.57	33	5.00	1.59	93

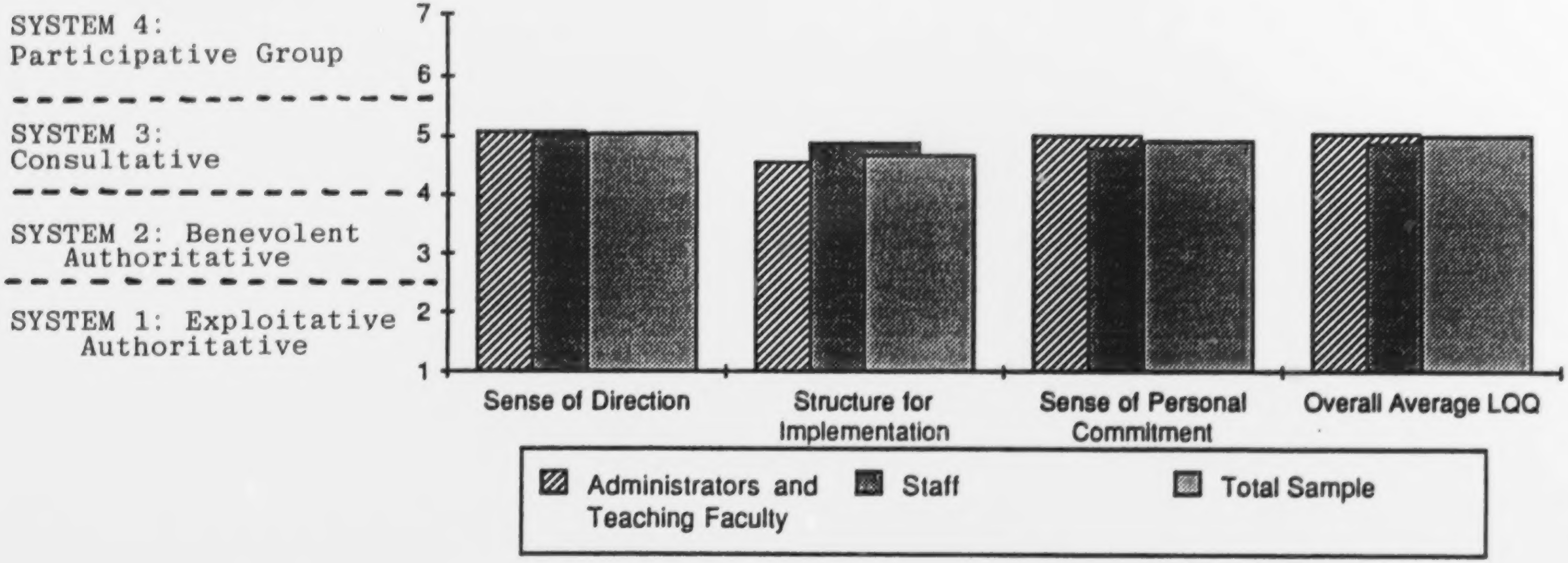


Figure 4.10

Summary of LQQ Scale Results for the Respondent Groups

78 percent for administrators and faculty. Return rates are summarized in Table 4.5. Results for each administrator for ratings by all employees, staff, teaching faculty, and administrators for each of the LQQ scores follow.

Employee Ratings

Table 4.6 summarizes the mean responses for each of the nine administrators at Bakersfield College by all employees. In the group of leadership competencies related to Sense of Direction (Figure 4.11), Senior 1 received an average rating of 5.87 (System 4, Participative Group), Senior 2 a 5.42 (System 3, Consultative), Senior 3 a 5.27 (System 3, Consultative), Senior 4 a 5.35 (System 3, Consultative), and Senior 5 a 5.28 (System 3, Consultative). At the associate level Associate 1 was rated an average of 5.87 (System 4, Participative Group), Associate 2 4.73 (System 3, Consultative), Associate 3 3.67 (System 2, Benevolent Authoritative), and Associate 4 2.33 (System 2, Benevolent Authoritative).

The cluster of leadership competencies of Structure for Implementation had an average rating for Senior 1 of 5.82 (System 4, Participative Group), Senior 2 5.11 (System 3, Consultative), Senior 3 4.81 (System 3, Consultative), Senior 4 6.11 (System 4, Participative Group), and Senior 5 5.08 (System 3, Consultative). Associate 1 had an average rating of 5.79 (System 4, Participative Group), Associate 2

Table 4.5

Summary of Return Rate

Administrator	Teaching Faculty and Administrators	Staff
Senior 1	78%	50%
Senior 2	44%	28%
Senior 3	33%	14%
Senior 4	0	20%
Senior 5	44%	43%
Associate 1	43%	35%
Associate 2	27%	31%
Associate 3	47%	12%
Associate 4	38%	0
Overall Return Rate	42%	24%

Table 4.6

Comparison of Administrators on LQQ Scores

	Campus Leadership Score											
	Sense of Direction			Structure for Imp.			Sense of Pers. Com.			Total		
Administrator	M	SD	n	M	SD	n	M	SD	n	M	SD	n
Senior 1	5.87	.50	7	5.82	.63	7	6.00	.68	7	5.90	.56	7
Senior 2	5.42	1.34	25	5.11	1.38	22	5.31	1.48	22	5.21	1.37	20
Senior 3	5.27	1.49	12	4.81	1.62	12	5.43	1.43	11	5.22	1.52	11
Senior 4	5.35	2.07	6	6.11	.57	5	5.20	1.85	6	6.04	.75	4
Senior 5	5.28	1.84	8	5.08	1.94	10	4.95	1.91	11	5.20	1.80	8
Associate 1	5.87	1.38	21	5.79	1.14	20	5.72	1.15	21	5.88	1.13	18
Associate 2	4.73	1.56	11	3.98	1.78	10	4.52	1.51	10	4.36	1.56	10
Associate 3	3.67	1.32	17	2.81	1.68	19	3.26	1.41	16	3.60	1.50	13
Associate 4	2.33	.39	3	1.93	.74	3	2.48	.50	3	2.25	.52	3
Overall Average	5.08	1.61	110	4.69	1.82	108	4.95	1.66	107	5.02	1.59	94

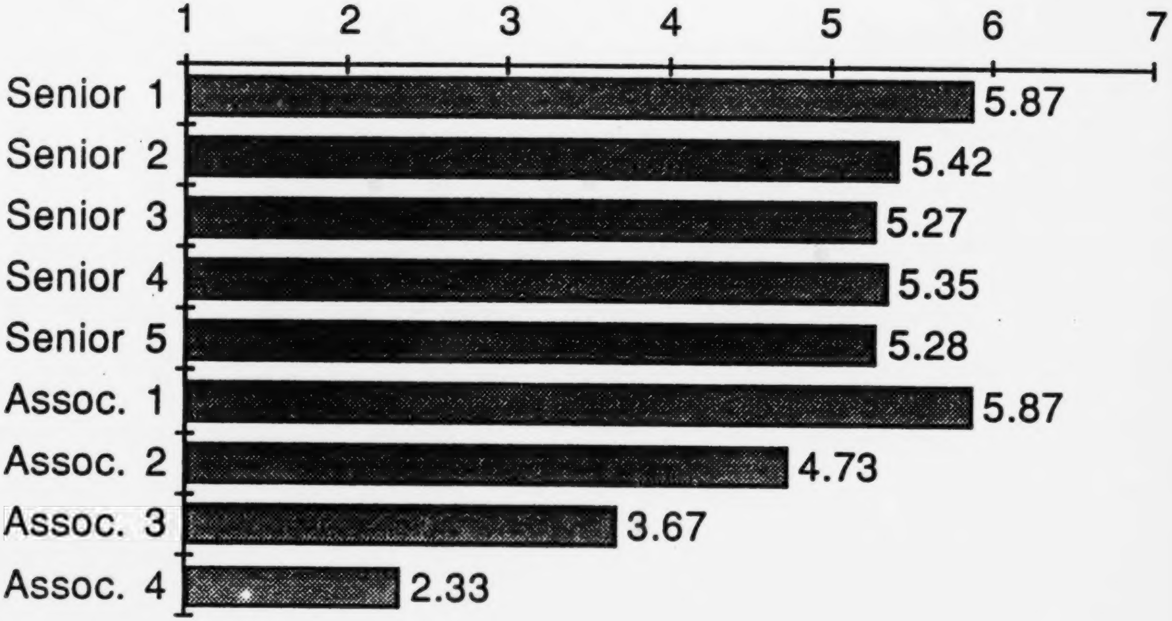


Figure 4.11

Mean LQQ Sense of Direction Scores for all Employees Rating Each Senior and Associate Administrator

3.98 (System 2, Benevolent Authoritative), Associate 3 2.81 (System 2, Benevolent Authoritative), and Associate 4 1.93 (System 2, Benevolent Authoritative). Results are illustrated in Figure 4.12.

The third cluster, Sense of Personal Commitment, had an average rating for Senior 1 of 6.00 (System 4, Participative Group), for Senior 2 5.31 (System 3, Consultative), for Senior 3 5.43 (System 3, Consultative), for Senior 4 5.20 (System 3, Consultative), and for Senior 5 4.95 (System 3, Consultative). Associate 1 received an average of 5.72 (System 4, Participative Group), Associate 2 4.52 (System 3, Consultative), Associate 3 3.26 (System 2, Benevolent Authoritative), and Associate 4 2.48 (System 2, Benevolent Authoritative). Results are illustrated in Figure 4.13.

The overall ratings of LQQ scores by employees for Bakersfield College administrators are illustrated in Figure 4.14. The employee identified as Senior 1 received an average of 5.90 (System 4, Participative Group), Senior 2 5.21 (System 3, Consultative), Senior 3 5.22 (System 3, Consultative), Senior 4 6.04 (System 4, Participative Group), and Senior 5 5.20 (System 3, Consultative). Associate 1 received an average of 5.88 (System 4, Participative Group), Associate 2 4.36 (System 3, Consultative), Associate 3 3.60 (System 2, Benevolent Authoritative), and Associate 4 2.25 (System 2, Benevolent Authoritative).

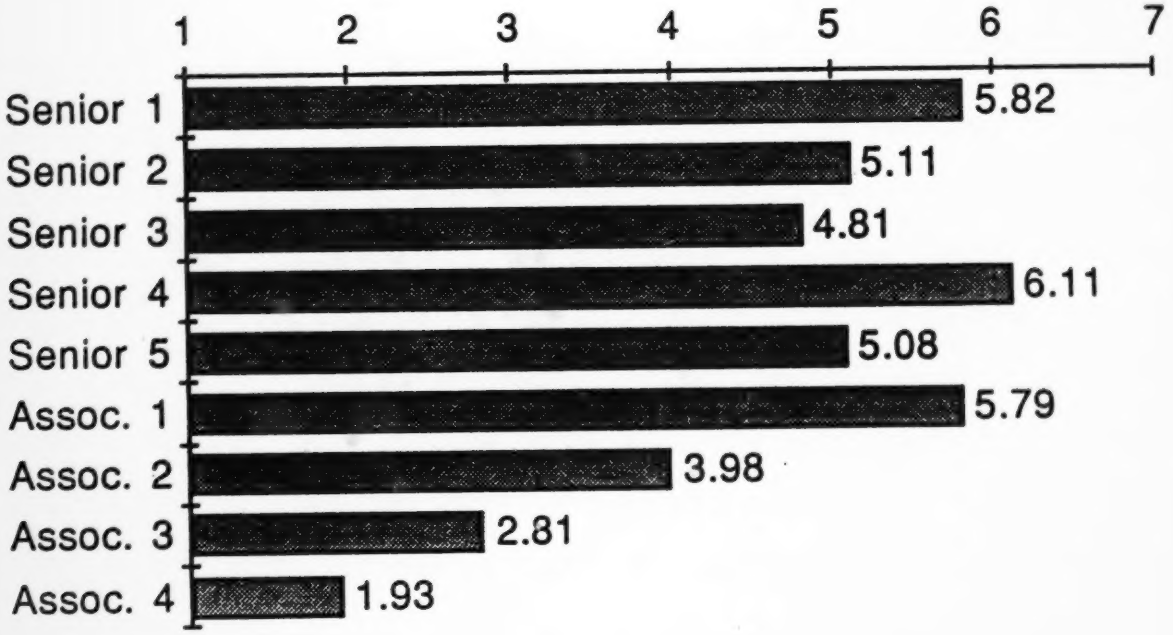


Figure 4.12

Mean LQQ Structure for Implementation Scores for all Employees Rating Each Senior and Associate Administrator

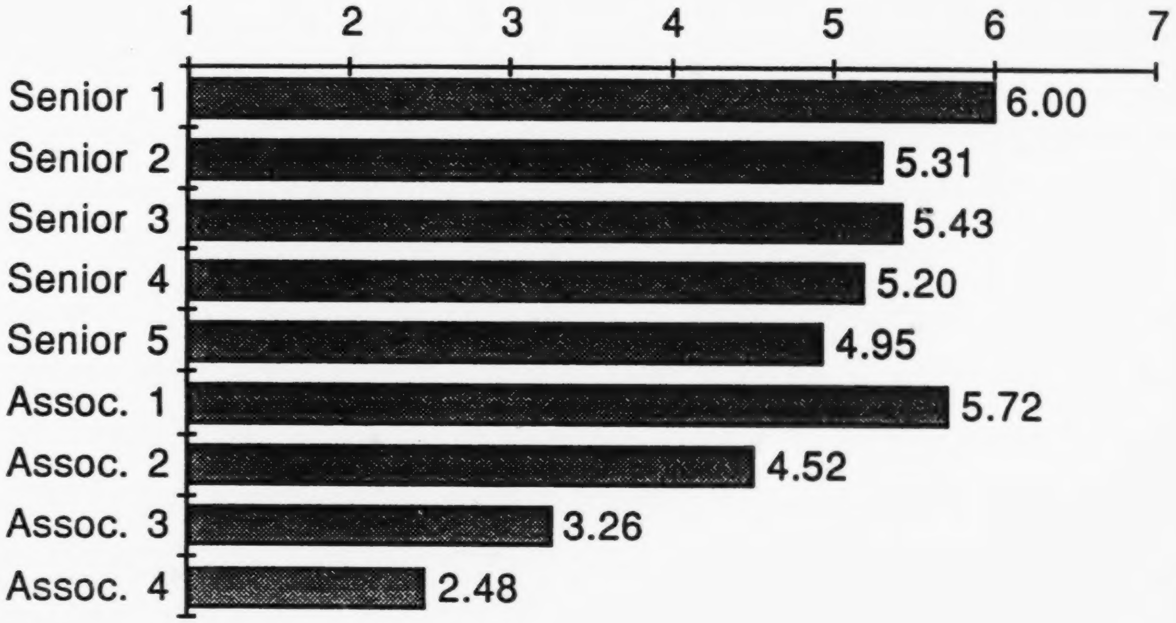


Figure 4.13

Mean LQQ Sense of Personal Commitment Scores for all Employees Rating Each Senior and Associate Administrator

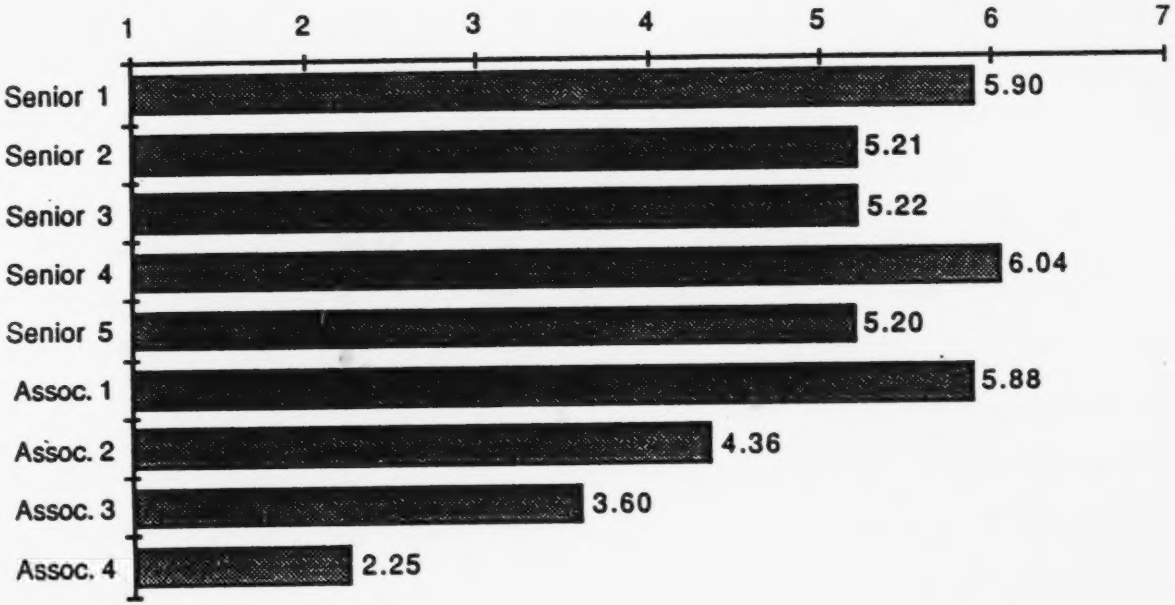


Figure 4.14

Mean LQQ Overall Average Scores for all Employees Rating Each Senior and Associate Administrator

Results in Table 4.6 indicate that the average leader at Bakersfield College scores in the System 3, Consultative style: 5.08 on Sense of Direction, 4.69 on Structure for Implementation, 4.95 on Sense of Personal Commitment, and 5.02 Overall.

One-way analyses of variance were conducted comparing the nine administrators on the four LQQ scales. All four tests were significant: $F(8,101) = 4.89$, $p < .001$ for Sense of Direction, $F(8,99) = 8.47$, $p < .001$ for Structure for Implementation, $F(8,98) = 5.63$, $p < .001$ for Sense of Personal Commitment, and $F(8,85) = 5.30$, $p < .001$ for the Overall Average LQQ score.

Tukey's least-significant difference test was used as a post hoc procedure at the .05 level to form homogeneous subsets. For Sense of Direction there were three homogenous subsets: Associates 3 and 4; Associates 2 and 3; and Senior Administrators 1, 2, 3, 4, and 5 with Associates 1 and 2. For Structure for Implementation there were three homogenous subsets: Associates 3 and 4; Senior Administrators 3 and 5 with Associate 2; and Senior Administrators 1, 2, 3, 4, and 5 with Associate 1. For Sense of Personal Commitment the three homogenous subsets were: Associate 3 and 4; Senior Administrators 2, 3, 4, and 5 with Associate 2; and Senior Administrators 1, 2, 3, 4, and 5 with Associate 1. The Overall Average LQQ scores produced four homogenous subsets: Associate 3 and 4;

Associate 2 and 3; Senior Administrators 2, 3, and 5 with Associate 2; and Senior Administrators 1, 2, 3, 4, and 5 with Associate 1.

Separate results for the three respondent groups follow.

Staff Ratings

The next set of LQQ scores that were analyzed were the staff responses to the four LQQ summary scores. Results are summarized in Table 4.7. Associate 4 had no staff ratings. The first set of data reflects the responses on the Sense of Direction scale. The administrator Senior 1 had an average rating of 5.56 (System 4, Participative Group), Senior 2 5.25 (System 3, Consultative), Senior 3 5.17 (System 3, Consultative), Senior 4 5.35 (System 3, Consultative), and Senior 5 5.69 (System 4, Participative Group). Associate 1 had an average rating of 1.11 (System 1, Exploitive Authoritative), Associate 2 had 5.01 (System 3, Consultative), and Associate 3 had 3.83 (System 2, Benevolent Authoritative).

The average rating by the staff on the Structure for Implementation scale for Senior 1 was 5.00 (System 3, Consultative), for Senior 2 5.17 (System 3, Consultative), for Senior 3 4.61 (System 3, Consultative) for Senior 4 6.11 (System 4, Participative Group), and for Senior 5 5.91

Table 4.7

Summary of LQQ Scale Results for Each
Administrator Rated by Staff

Administrator	Sense of Direction			Structure for Imp.			Sense of Pers. Com.			Total		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
Senior 1	5.56	0	1	5.00	0	1	4.67	0	1	5.07	0	1
Seinor 2	5.25	1.43	11	5.17	1.54	11	5.02	1.76	10	5.03	1.51	10
Senior 3	5.17	.71	2	4.61	1.65	2	5.00	1.10	2	4.93	1.15	2
Senior 4	5.35	2.07	6	6.11	.57	5	5.20	1.85	6	6.04	.75	4
Senior 5	5.69	2.13	5	5.91	1.92	6	5.59	2.02	6	5.62	2.13	5
Associate 1	1.11	0	1	3.67	0	1	3.33	1.10	2	2.44	0	1
Associate 2	5.01	1.32	8	4.05	1.83	7	4.44	1.56	7	4.45	1.53	7
Associate 3	3.83	.66	4	3.03	.85	4	3.37	.74	3	3.48	.80	3
Associate 4	--	--	--	--	--	--	--	--	--	--	--	--

(System 4, Participative Group). Associate 1 had an average rating of 3.67 (System 2, Benevolent Authoritative), Associate 2 4.05 (System 3, Consultative), and Associate 3 3.03 (System 2, Benevolent Authoritative).

The third cluster of leadership competencies from the LQQ scores, Sense of Personal Commitment, had an average rating for Senior 1 of 4.67 (System 3, Consultative), Senior 2 5.02 (System 3, Consultative), Senior 3 5.00 (System 3, Consultative), Senior 4 5.20 (System 3, Consultative), and Senior 5 5.59 (System 4, Participative Group). Associate 1 received an average of 3.33 (System 2, Benevolent Authoritative), Associate 2 4.44 (System 3, Consultative), and Associate 3 3.37 (System 2, Benevolent Authoritative).

A compilation of the total average ratings by the staff for Senior 1 was 5.07 (System 3, Consultative), for Senior 2 5.03 (System 3, Consultative), for Senior 3 4.93 (System 3, Consultative), for Senior 4 6.04 (System 4, Participative Group), and for Senior 5 5.62 (System 4, Participative Group). Associate 1 averaged 2.44 (System 2, Benevolent Authoritative), Associate 2 4.45 (System 3, Consultative), and Associate 3 3.48 (System 2, Benevolent Authoritative).

Administrator and Teaching Faculty Ratings

An analysis of data provided by the administrators and teaching faculty on individual administrators is summarized in Table 4.8. In order to protect the anonymity of the College President, the ratings of the President by the other campus administrators are included in these analyses. The administrators and teaching faculty did not rate Senior 4. The average Sense of Direction score for Senior 1 was 5.87 (System 4, Participative Group), Senior 2 averaged 5.55 (System 4, Particpative Group), Senior 3 averaged 5.29 (System 3, Consultative), and Senior 5 averaged 4.59 (System 3, Consultative). Associate 1 received an average rating of 6.11 (System 4, Participative Group), Associate 2 3.96 (System 2, Benevolent Authoritative), Associate 3 3.62 (System 2, Benevolent Authoritative), and Associate 4 2.33 (System 2, Benevolent Authoritative).

Looking at the ratings for Structure for Implementation, Senior 1 averaged 5.91 (System 4, Participative Group), Senior 2 5.04 (System 3, Consultative), Senior 3 4.84 (System 3, Consultative), and Senior 5 3.83 (System 2, Benevolent Authoritative). Associate 1 received an average rating of 5.91 (System 4, Particpative Group), Associate 2 received 3.85 (System 2, Benevolent Authoritative), Associate 3 received 2.75 (System 2, Benevolent Authoritative), and Associate 4 received 1.93 (System 2, Benevolent Authoritative).

The group of leadership competencies for Sense of Personal Commitment was rated by the administrators and teaching faculty in the following manner. Senior 1 was

Table 4.8

Summary of LQQ Scale Results for Each Administrator
Rated by Administrators or Teaching Faculty

	Sense of Direction			Structure for Imp.			Sense of Pers. Com.			Total		
Administrator	M	SD	n	M	SD	n	M	SD	n	M	SD	n
Senior 1	5.87	.56	5	5.91	.62	5	6.24	.43	5	6.01	.51	5
Senior 2	5.55	1.30	14	5.04	1.27	11	5.55	1.25	12	5.38	1.27	10
Senior 3	5.29	1.63	10	4.84	1.70	10	5.31	1.53	9	5.28	1.64	9
Senior 4	--	--	--	--	--	--	--	--	--	--	--	--
Senior 5	4.59	1.28	3	3.83	1.32	4	4.72	1.63	5	4.49	1.02	3
Associate 1	6.11	.88	20	5.91	1.05	19	5.98	.84	19	6.08	.76	17
Associate 2	3.96	2.21	3	3.85	2.04	3	4.70	1.70	3	4.16	1.97	3
Associate 3	3.62	1.48	13	2.75	1.86	15	3.23	1.55	13	3.63	1.69	10
Associate 4	2.33	.39	3	1.93	.74	3	2.48	.50	3	2.25	.52	3

given an average rating of 6.24 (System 4, Participative Group), Senior 2 5.55 (System 4, Participative Group), Senior 3 5.31 (System 3, Consultative), and Senior 5 4.72 (System 3, Consultative). Associate 1 received an average rating of 5.98 (System 4, Participative Group), Associate 2 4.70 (System 3, Consultative), Associate 3 3.23 (System 3, Benevolent Authoritative), and Associate 4 2.48 (System 2, Benevolent Authoritative).

The average total ratings given by the individual administrators and the teaching faculty were: Senior 1 6.01 (System 4, Participative Group), Senior 2 5.38 (System 3, Consultative), Senior 3 5.28 (System 3, Consultative), and Senior 5 4.49 (System 3, Consultative). Associate 1 received 6.08 (System 4, Participative Group), Associate 2 4.16 (System 3, Consultative), Associate 3 3.63 (System 2, Benevolent Authoritative), and Associate 4 2.25 (System 2, Benevolent Authoritative).

Differences Between Respondent Groups

T-tests were conducted comparing administrators and teaching faculty ratings to staff ratings for the three administrators having sufficient sample sizes for such comparisons on the four LQQ scores. None of these tests were significant, suggesting that faculty and staff mean ratings were not different.

Relationships Between Organizational Climate and Campus Leadership

PCC Correlated With LQQ

Correlations among the eleven scaled scores calculated in the total sample are given in Table 4.9. These correlations range from .39 to .98, and each was significantly different from zero at the .001 level. The multiple correlation between the overall organizational climate rating (PCC) and the campus leadership scores (LQQ) was .61, $p < .001$.

Priority for Improvement

Since the overall findings from the three previous studies (Miami-Dade, 1985; Pilot Test Community Colleges, 1986; and Wolfson Campus, 1986) and Bakersfield College generally resulted in a composite rating within the range of 4.00 and above (System 3, Consultative), any of the 26 items in the PCC or 28 items in the LQQ that had an overall rating of 3.9 was identified as meriting consideration for improvement. All items used in the LQQ survey had average ratings of 4.00 or above. Fifteen of the 26 items in the PCC had means suggesting need for improvement, including two items in the Leadership scale, four items in the Motivation scale, all five items in the Communication scale, two items in the Decision-Making scale, two items in

Table 4.9

Correlations Among the Eleven Scales on the PCC and LQQ

	Lead.	Mot.	Comm.	Dec-.M.	Rew.	Job Sat.	Overall Climate	Sense of Dir.	Struc. for Imp.	Pers. Comm.	Overall C.L.
Leadership	1.0										
Motivation	.83	1.0									
Comm.	.73	.70	1.0								
Dec.-M.	.60	.68	.55	1.0							
Reward	.58	.58	.64	.48	1.0						
Job Sat.	.59	.62	.56	.55	.59	1.0					
Overall Climate	.90	.91	.83	.76	.78	.78	1.0				
Sense of Dir.	.43	.43	.39	.42	.45	.50	.53	1.0			
Struc. for Implementation	.48	.47	.48	.44	.45	.44	.56	.93	1.0		
Sense of Pers. Comm.	.50	.50	.47	.43	.42	.43	.57	.93	.93	1.0	
Overall C.L.	.49	.50	.48	.47	.54	.51	.61	.97	.98	.97	1.0

$^a\underline{n}$ = 85 - 159

Each of the above $\underline{r}$s is significantly different from zero, $\underline{p} < .001$.

the Reward scale, and one item in the Job Satisfaction scale.

Table 4.10 lists the 15 targeted areas, listed in decreasing order of apparent need for improvement. Also included for each item are tallies of the number of respondents who rated the area as most or least important and as easily or not easily improved.

Open-Ended Questions

Responses to the open-ended questions on the surveys are listed in Appendix J. References to specific people, departments or programs were edited out to protect individual identities. Items with similar content were clustered into concern areas. Tables 4.11 and 4.12 summarize the frequency of response concern areas that were suggested by more than one respondent and the response numbers from Appendix J that were classified into each area.

Summary

This project was a comparative study designed to assess 12 major research questions that dealt with organizational climate and campus leadership. The sample was composed of 505 employees on the monthly payroll roster at Bakersfield College and consisted of administrators, teaching faculty, and staff. The data were collected by mail.

Table 4.10

Summary of Ratings for Items Needing Improvement

Item		Rating Mean	Number of Ratings as Most Important	Number of Ratings as Least Important	Easily Improved	Difficult to Improve
32.	Involvement in Goal-setting	2.59	24	109	44	77
40.	Excellent Teaching/ Performance Rewarded	3.20	42	41	63	38
4.	Skills Development	3.33	40	54	49	38
13.	Support for Mission	3.34	40	58	47	26
5.	Supportive Behavior	3.45	52	39	57	33
14.	Cooperation Across Departments	3.51	38	30	44	70
22.	Usefulness of Information	3.55	33	34	35	38
21.	Adequacy Re: Quality of Information Received	3.58	15	77	35	28
39.	Personal Performance Rewarded	3.68	34	42	47	18

Table 4.10 (continued)

	Item	Rating Mean	Number of Ratings as Most Important	Number of Ratings as Least Important	Easily Improved	Difficult to Improve
48.	Satisfied With Salary	3.68	51	21	68	46
12.	Support for Professional Development	3.70	28	33	41	15
24.	Communication of Positive Expectations	3.72	71	28	49	37
23.	Sharing of Information	3.80	77	16	78	31
11.	Innovative Ideas Supported	3.92	22	30	33	23
30.	Involvement in Institutional Decisions	3.96	111	8	64	22
3.	Encourage Innovation	4.02	38	20	43	23
31.	Involvement in Work Decisions	4.22	71	13	61	31
50.	Feel Drained and "Burned Out"	4.34	37	46	34	49

Table 4.10 (continued)

Item		Rating Mean	Number of Ratings as Most Important	Number of Ratings as Least Important	Easily Improved	Difficult to Improve
49.	Job-Satisfies Goals and Aspirations	4.52	64	23	33	23
41.	Excellent Teaching/ Performance Expected	4.66	31	34	40	39
1.	Confidence in Staff	4.67	43	19	39	36
2.	Approachability	4.96	46	23	34	14
47.	Satisfied With Job Security	5.07	58	28	28	21
15.	Cooperation Within Department	5.14	109	6	40	26
51.	Accomplished Many Worthwhile Goals	5.27	62	13	21	17
38.	Extent Campus Serves Student's Needs	5.41	106	7	39	39

Table 4.11

Summary of Responses to PCC Open-Ended Questions

Scale and Concern Area	Number of Responses	
Leadership		
Morale	12	
Quality of Communication	7	
Budget/Finance	5	
Classroom Instruction (knowledge of instruction by administrators)	3	
Effective Decision-Making	2	
Other	20	
		49
Motivation		
Morale and Respect for Others (other employees)	11	
Employee Recognition	8	
Open Communication	7	
Financial Support	6	
Other	10	
		42
Communication		
Quality of In-House Communication	14	
Administrative Communication	5	
Other	5	
		24

Table 4.11 (continued)

Scale and Concern Area	Number of Responses	
Decision-Making		
Group Involvement in Decision-Making	10	
Clear Statement of Goals and Policies	3	
Other	4	
		17
Reward		
Lack of Reward/Recognition System	5	
Financial Rewards	2	
Other	2	
		9
Job Satisfaction		
Burn-Out	7	
Campus Governance	7	
Incentive Plan	4	
Other	8	
		26
Total Responses		167

Table 4.12

Summary of Responses to LQQ Open-Ended Questions

Administrator and Concern Area	Number of Responses	
Senior 1		
Positive Leadership	1	
Other	0	
		1
Senior 2		
Improvement of Group Processing Skills	5	
Positive Attitude	4	
Other	2	
		11
Senior 3		
Positive Impact	6	
Other	4	
		10
Senior 4		
Other	3	
		3
Senior 5		
Effective Leader	2	
Excludes Others from Decision-Making	2	
Other	3	
		7

Table 4.12 (continued)

Administrator and Concern Area	Number of Responses	
Associate 1		
Effective Leader	10	
Other	6	
		16
Associate 2		
Handles Assignment Effectively	3	
Other	2	
		5
Associate 3		
Poor Human Relations	5	
Poor Communication	3	
Other	12	
		20
Associate 4		
Other	2	2
Total Responses		75

Two survey instruments were used with this study. The first instrument analyzed the organizational climate at Bakersfield College and consisted of 26 items rating the six subscales of Leadership, Motivation, Communication, Decision-Making, Reward, and Job Satisfaction. Items were also prioritized as to "least" and "most" important along with open-ended questions. The second instrument related to campus leadership and respondents rated the nine administrators at Bakersfield College in the leadership competency clusters of: Sense of Direction, Structure for Implementation, and Sense of Personal Commitment.

The results of this study were compared with three previous studies: Miami-Dade Study, 1985; Pilot Test Community Colleges, 1986; and Wolfson Campus Study, 1986. Bakersfield College rated five of the six subscales below the national norms. In the area of campus leadership, the administrators received a strong rating in all three clusters analyzed, although there were large individual differences among the administrators on their ratings.

Chapter 5

INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS

Interpretation of Results

After having collected, analyzed, and reported the results of this study, attention will be placed on the interpretation of these results. During the in-depth research investigation, special consideration has been given to the two specific concerns that form the basis for this study: (1) to identify the strengths and weaknesses for the two-year state-funded community college located in Bakersfield, California as found under the organizational structure implemented since March, 1984 and (2) to measure the presence of educational excellence at Bakersfield College by comparing specified elements of organizational climate and campus leadership with those identified by three previous studies that have established national norms identified as being vital for an institution to be considered as possessing quality and excellence.

This discussion begins by first directing attention to the participants involved in the study. The commentary then turns to the 12 major research questions used as the framework to accumulate evidence for comparison with previously validated data, and to present the results of conditions that constitute the prevailing circumstances of quality and excellence at Bakersfield College.

Participants

During a 1986 personal interview with Dr. George A. Baker, III at The University of Texas at Austin, he stated that in previous studies the largest number of respondents involved came from the staff. This has not been the case at Bakersfield College, as seen in Table 4.1, where the teaching faculty had a 41 percent rate of return versus a 24 percent by the staff. The staff input was 39 percent of the total study, although they make up 53 percent of the employees.

Two possible reasons for the more complete cooperation by teaching faculty than staff in part are due to the length and complexity of the questionnaire and the dedication of the teaching faculty to their academic and collegial responsibilities. As will be discussed later, there were objections to the open-ended questions on the complex questionnaire. Some staff members, less accustomed too research and filling out long forms, may have been less likely to fill out and return the survey instruments. Teaching faculty responses to the questions on Reward issues on the PCC indicated a strong concern for academic excellence. Since results from the present study will be used as part of the campus self-study, the teaching faculty may have had a better appreciation of its possible impact and value for improving the work atmosphere and productivity at Bakersfield College.

The overall results indicate that the participants for this study are an older (average age = 44.52), experienced group with 12.12 years at Bakersfield College and 14.30 average years of experience in higher education. These figures can be supported by the work of the Carnegie Commission who indicate that institutions of higher education now have older faculty members with tenure, and the modal age of tenured faculty members has been recorded as 36 to 45. The statistics also show that an older faculty is a higher paid faculty--adding to costs; less resilient in adjusting to new fields that come along; and farther removed from the age of the students. On the other hand, more faculty members will be of the "home guard type," tied by years of service to the welfare of their own institution, and fewer will be transients who are eager to be on their way somewhere else. This will add to stability of governance and attention to campus welfare. It may also add, however, to the number of "time servers" on the campus (The Carnegie Council on Policy Studies in Higher Education, 1982).

The participants for this study were basically Caucasian and a little over one-half were female. These results are somewhat different from the overall composition of employees at Bakersfield College. Over one-half of the employees are male, 56.9 percent, while 43.1 percent are female. The greatest number of employees have been noted as being Caucasian (Collins, 1984).

Research Question #1

How do employees at Bakersfield College rate the variables that comprise organizational climate at their institution?

The employees at Bakersfield College rated six variables that comprise organizational climate at their institution: Leadership, Motivation, Communication, Decision-Making, Reward, and Job Satisfaction. The individual results for each variable and their composite will be discussed.

Leadership. As can be seen in Figure 4.2, mean scores for the five items rated in the Leadership variable show a similar pattern for each of the three respondent groups, with administrators tending to rate the campus leadership higher than the teaching faculty and the staff. The total sample average was high--System 3, Consultative--for their rating of question 1, dealing with administrators showing confidence in staff, and question 2, employees feeling free regarding the approachability of administrators for information and help.

All groups give the lowest rating to question 4, the degree to which employees feel they are encouraged to develop their skills, followed by question 5, employees' feeling of being supported by college administrators. Both teaching faculty and staff ratings are a System 2, Benevolent Authoritative, management style. These results are most interesting considering the fact that staff development programs have been offered continuously to employees at Bakersfield College, but many of the offerings have received limited participation. Perhaps the offered staff development programs have targeted the wrong topics, been scheduled at the wrong hours, or been offered by the wrong personnel. A survey of employee training needs might be useful to clarify this issue. Adding to these results of the Leadership variable was the fact that question 3, the item that indicates positive encouragement to employees for innovation and growth, received a System 3, Consultative, rating.

The compilation of results for the Leadership variable generated a low System 3, Consultative, management style. Roueche and Baker (1987) stated that because organizations which have frequent turnover in leadership are not able to maintain continuity or to influence consistently in the behavior of members, they usually are not able to establish a strong climate. Perhaps the results reflect the fact that since March, 1984 several changes have been made in the role of the administrators at Bakersfield College.

Forty-nine respondents reflected their concerns on the area of leadership in the open-ended questions. Twelve respondents (24.48 percent) expressed their concern about low morale at Bakersfield College. Other comments made by respondents related to the quality of communication, seven (14.28 percent); budget and finance, five (10.20 percent); knowledge of classroom instruction by administrators, three (6.12 percent); and effective decision-making, two (4.08 percent). Twenty responses (40.80 percent) indicated a variety of other concerns related to the Leadership variable.

Motivation. As can be seen in Figure 4.3, group means for the items rated for the Motivation variable were quite similar, with the profiles suggesting again higher average ratings by administrators. Four of the five items were given an overall rating of System 2, Benevolent Authoritative, suggesting need for improvement. In particular, concern by the respondents has been recorded for question 13, support of mission, question 14, cooperation across departments, question 12, support for professional development, and question 11, having innovative ideas supported. The administrators expressed their opinion on all four items with a solid System 3, Consultative, rating, while teaching faculty and staff held their position to a strong System 2, Benevolent Authoritative, rating.

The content of these four items has been a matter of concern to the employees at Bakersfield College for years, so that the relatively low means for teaching faculty and staff are not surprising. The Bakersfield College campus and the employees at the institution have been responsible for the teaching and learning of the citizens in the community since 1913 (Collins, 1984). That heritage has been supported by the two leading industries in the area: agriculture and oil. With the decline in the nation's economy in the "life-blood" of the City of Bakersfield and Kern County, the mission of Bakersfield College has changed from a transfer and vocational education institution for individuals looking at first time employment to an institution faced with the re-education and re-training of individuals who have lost their jobs and must make career changes. The problems faced by the students have moved into the employee sector of Bakersfield College and have affected the overall operation of the institution.

Another relatively recent change that has impacted the Bakersfield College campus is the passage of Proposition 13 in 1978. State funding has been reduced, and the system requires that Bakersfield College operate on a zero base budget. As costs increase for goods and services needed to provide quality instructional programs, funds must be eliminated from other operational sources. Such action may have created an atmosphere where employees feel a lack of support for professional development and innovative ideas.

Although the item that rated the cooperation of employees within a department, question 15, indicates a strong System 3, Consultative, management style, the overall mean for the variable of Motivation reflects a System 2, Benevolent Authoritative style. Herzberg, Mausner, and Snyderman (1966) have indicated that people become dissatisfied with their jobs when they are concerned about the environment in which they are working, but when employees feel good about their job their behavior turns to be involved with the work itself. The relatively low ratings on Motivation suggest that Bakersfield College could improve morale by increasing the motivation items reflected here. In addition, 42 respondents expressed concerns about the area of motivation in the open-ended questions. Eleven of the comments (26.18 percent) related to morale and respect for others; eight (19.04 percent) for employee recognition; seven (16.66 percent) for open communication; and six (14.28 percent) for financial support. Ten responses (23.80 percent) indicated a variety of other concerns related to the Motivation variable.

Communication. One of the two lowest overall means for organizational climate at Bakersfield College focused on the items related to the Communication variable. As can be seen in Figure 4.4, the individual item and overall means indicate a System 2, Benevolent Authoritative, management style. Low ratings, indicating a Benevolent Authoritative style, were found on questions reflecting the usefulness of provided information (question 22), the quality of provided information (question 21), the communication of positive expectations (question 24), and the sharing of information (question 23). The results from the Communication variable clearly suggest a need at Bakersfield College for imposing a method of quality control on the information and communication processes being used. As indicated by Whetten and Cameron (1984), if organizations do not have a supportive communications system, the institution will have a weakened decision-making process. This suggests that improving communication patterns would enhance the overall operation of Bakersfield College.

Twenty-four respondents expressed concerns in the open-ended questions related to the Communication variable. Fourteen comments (58.24 percent) related to the quality of in-house communications; five (20.80 percent) to administrative communication; and five (20.80 percent) to a variety of other concerns.

Decision-Making. Some of the lowest item ratings overall in this study were reported by teaching faculty and staff for the items reflecting the variable of Decision-Making. Results suggest considerable differences in the ratings by administrators and other employees. Administrators have given a rating of System 4, Participative Group, to all three items, while the teaching faculty and staff express deep concern about the decision-making processes related to involvement in goal-setting (question 32) and involvement in institutional decisions (question 30) with a System 2, Benevolent Authoritative, rating. As can be seen in Figure 4.5, all three groups expressed a System 3, Consultative, management style for question 31, involvement in work decisions, yet the overall mean for Decision-Making was rated as System 2.

Seventeen respondents expressed similar concerns in the open-ended questions that included ten (58.82 percent) in the area of group involvement in decision-making and three (17.64 percent) for a clear statement of goals and policies. Four (23.52 percent) other concerns comprised the rest of the comments.

Baldridge et al. (1978) have conducted research that indicates that the colleges and universities tend to have vague, ambiguous goals, and that institutions must build decision structures that grapple with uncertainty and conflict over those goals. "Goal ambiguity" is one of the chief characteristics of academic organizations. Not only are goals established that often try to be all things to all people, but they rarely have a single mission. Because preferences are unclear, academic organizations also find it hard to decline additional goals. While the decision-making process may be especially difficult at academic institutions, the relatively weak results suggest that administrative staff at Bakersfield College examine the low-rated aspects of the decision-making process at Bakersfield College.

Reward. As can be seen in Figure 4.6, the pattern of response means appear different in the administrators and the other two groups. Administrators rated all four items in the Reward variable as System 3, Consultative, while the teaching faculty and staff expressed more concern about the two items related to the lack of reward given for excellent teaching/performance at Bakersfield College (question 40) and with personal performance rewards being lacking (question 39). These two items received a System 2, Benevolent Authoritative, rating. A strong System 3, Consultative, management style overall rating was recorded for the item on excellent teaching/performance being expected (question 41). The teaching faculty gave the highest rating to the only item in the PCC to receive a System 4, Participative Group, management style, referring to the extent to which the campus serves the student's needs (question 38). This indicates that even though employees at Bakersfield College feel their efforts are unrewarded, the success of the student receives the highest priority.

Both Reward items regarding excellent teaching and personal performance parallel the nine remarks from the open-ended questions for organizational climate and campus leadership. Five respondents (55.55 percent) indicated concern for the lack of a reward or recognition system, while two (22.22 percent) expressed concern for receiving rewards or recognition by other members of the profession or financially. Two (22.22 percent) other concerns were not that specific. Kanter (1983) reinforces the concerns expressed by employees when she states that a reward system is needed to emphasize an investment in the people and projects of the organization and adds to the health of the institution. Results suggest that Bakersfield College should conduct an investigation into reward and recognition in use at other institutions of higher education.

Job Satisfaction. The highest overall rating of all six PCC variables has been found with Job Satisfaction. Items related to feeling drained and "burned out" (question 50), being satisfied with job goals and aspirations (question 49), satisfaction with job security (question 47), and having accomplished many worthwhile goals (question 51) were all rated as a System 3, Consultative, management style. As presented earlier in the chapter, these results may reflect the fact that the average age of the respondents of this study was 44.52, and respondents averaged 12.12 years working at Bakersfield College and 14.30 years working in higher education. The respondents are seasoned professionals in their respective fields. They have job security and a sense of accomplishment, but some may be suffering from burn-out. As can be seen in Figure 4.7, administrators tended to rate the Job Satisfaction items higher than other employees and had a different pattern of item means.

The one item that had an overall mean rating of a System 2, Benevolent Authoritative, management style related to being satisfied with salary (question 48). Administrators rated the item as System 4, Participative Group. The difference between administrators and other employees may be related to the current format used at Bakersfield College for contract negotiations. All three groups have their own bargaining units. The administrators have been able to successfully negotiate their contracts on a regular basis. The teaching faculty and staff have not been in agreement with the employment packages presented for consideration. The teaching faculty worked from July 1, 1985 through April 1, 1986 without a contract. After having reached an impasse, they requested the option of calling in a negotiator from the state employment agency for assistance. Items that have been under negotiation during the 1986-1987 academic year included the areas of binding arbitration and ajustments to the Basic Salary Schedule.

Although dissatisfaction was expressed by Bakersfield College employees on their salaries, reductions in federal, state, and local funding have placed major budget restrictions on the total operation of the institution. Not being able to receive the salary increases requested probably has worked against employee morale. Out of the 26 responses to the open-ended questions for Job Satisfaction, seven (26.88 percent) were related to burn-out; seven (26.88 percent) to campus governance; four (15.40 percent) to an incentive plan; and eight (30.80 percent) were other concerns identified by Cohen and Brawer (1984) as having to do with the improvement of classroom instruction and professional development. While teaching faculty and staff had fairly low ratings of their salary (question 48) and some concern about burn out (question 50), there were relatively positive evaluations on the accomplishment of worthwhile goals (question 51). This ties into the previous questions on the expectations for excellent teaching and concern for meeting student's needs. Teaching faculty at Bakersfield College appear to be concerned, dedicated teachers who feel that they are meeting student needs in an atmosphere that believes in teaching excellence.

Overall Climate. The respondents to this study rated the Overall Climate at Bakersfield College as having a low System 3, Consultative, management style. Going from the lowest to highest rating are the variables of Decision-Making, Communication, and Motivation as System 2, Benevolent Authoritative, and Leadership, Reward, and Job Satisfaction as System 3, Consultative. These results bring about questions related not only to the organizational climate at Bakersfield College, but the "health" that is needed in order for an organization to be effective. Likert (1967) stresses the importance of the management style of an organization approaching System 4, Participative Group, where there is more likelihood for having a continuous record of high productivity. Conversely, the closer the style of an organization reflects ratings toward System 1, the more likely it is to have sustained a record of low productivity (Hersey and Blanchard, 1982). As can be seen in Figure 4.8, Bakersfield College shows a great deal of satisfaction expressed by employees about their jobs. The basic concerns are in the areas of motivating and communication with the employees about the decisions that are made for the entire institution or separate work units.

Bakersfield College received ratings indicating an overall low System 3, Consultative, management style. Likert's (1967) research interprets Consultative management in the following manner. With respect to motivation factors in System 3 organizations, there are rewards, occasional punishments, and some involvement in setting goals, improving methods, and appraising progress toward goals. Attitudes may be hostile, but more often are favorable and support behavior implementing organizational goals. Members of the organization feel responsible and generally behave positively. Attitudes toward members of the organization are reasonable, favorable, and cooperative; there may be some competition between peers with resulting hostility and some condescension toward subordinates. Satisfaction can range from moderate dissatisfaction to moderately high satisfaction with regard to membership in the organization, supervision, and one's achievements. Although weaknesses have been identified in three of the organizational climate variables measured in the PCC, the employees at Bakersfield College continue to maintain a positive attitude regarding the overall purpose of their work--the success of the individual student.

According to Likert (1967), the flow of communication in a System 3 organization moves down and up and may or may not be viewed with suspicion. Downward communication is patterned on communication from the top with some consideration toward the recipients of the message at lower levels. Upward communication is only moderately forthcoming, with some limitations to accuracy, since employees do not understand all the facts. Sideward communication is fairly accurate and adequate. Mutual perceptions by superiors and subordinates are moderately accurate. Cooperative teamwork is usually present to some extent. The amount of actual influence which superiors can exercise over the goals, activities, and methods of their unit should be moderate to substantial, especially for higher levels in the [business] organization. In the present organizational structure used at Bakersfield College, a group of communication buffers are being used that are made up of teaching faculty who serve in the capacity of department chairmen. Even though individual employees may not have direct contact with their supervising dean, communication networking does take place within peer groups through the ideas and opinions communicated at the department level.

Likert continues by stating that in a System 3 organization, broad policy and general decisions are made at the top with more specific decisions at lower levels. Reasonably accurate and adequate information is available and utilized at all levels of decision-making. Those making decisions are only moderately aware of the problems at lower levels of the organization. There is some tendency for decisions to be made at higher levels than where most accurate and adequate information exists. Both man-to-man and group decision processes can be used, partially encouraging teamwork. Goals are usually set after discussion with subordinates of problems and planned responses. High goals sought by top eschelon are usually resisted by lower levels. While goals are overtly accepted, at times they are covertly resisted (Likert, 1967). In March, 1984 the former governance model was set aside as appointment from the respective groups became more difficult. Seven of the 26 comments made in the open-ended questions under the variable for Job Satisfaction indicate a consideration for returning to the previous governance structure.

Research Question #2

How do the ratings of the variables which comprise organizational climate at Bakersfield College to the ratings of these variables in three previous studies: the Miami-Dade Study of 1985, the Pilot Test Community Colleges Study of 1986, and the Wolfson Campus Study of 1986?

The community colleges used for the Bakersfield College comparion in this study consisted of three Pilot Test Community Colleges, plus the four-campus Miami-Dade system and one of her individual campuses, Wolfson. The Miami-Dade Study was used because the system has been identified as the best community college system in the nation (Roueche and Baker, 1987). As can be seen in Table 4.3 and Figure 4.9, the Overall Climate found at

Bakersfield College is generally a low System 3 management style, and fifteen of the nineteen comparisons with the three prior studies revealed that Bakersfield College was rated significantly lower.

In the Leadership variable, Bakersfield College has been rated as being significantly different from both Miami-Dade and the Wolfson Campus. Roueche and Baker (1987) report that the philosophy of Miami-Dade President, Dr. Robert H. McCabe, reflects his belief that climate is solidified by the longevity and posture of its leadership. Most of the administrators involved in the Miami-Dade Study had been at the college for over ten years, thus creating stability and continuity within the institution, whereas over half of the administrators at Bakersfield College have not worked at the institution for that length of time. This may have influenced these results.

Bakersfield College was significantly lower on the Motivation variable than each of the three comparison studies. Research indicates that one of the components of motivation is innovation, since innovation is generally fostered through administrative support of faculty (Roueche and Baker, 1987). Garlie A. Forehand (1968) found that innovation was present more often in autonomy-centered organizations than in rules-centered organizations, and according to Roy Payne and Derek S. Pugh (1976), organizational size affects the way work is done. Jack Rothman's

(1974) study revealed that larger organizations with more resources tend to be more innovative and use uncommitted resources for innovative advances; smaller organizations expend less for innovation but implement to a greater degree what they do create. If an organization emphasizes low costs and quantity rather than quality, it will be less innovative. Although Bakersfield College enrolls approximately 12,000 students per semester, the threat of the reduction of funds from the federal, state, and local levels has caused an emphasis for holding down expenditures. Therefore, it was not surprising that the open-ended questions expressed a concern by employees for greater financial support to assist with the continuation and development of innovative activities.

Bakersfield College rates significantly lower than the other three studies on Communication. Likert (1967) describes the flow of information in a System 4 organization as occurring between both individuals and groups. Much exchange is necessary to attain departmental and college goals, while members take responsibility to communicate relevant information and to initiate an information flow both upward and across the structure. Results indicate that Miami-Dade has an exceptional information network system that is highly regarded by all employees and one suitable for consideration as a model for use at Bakersfield College to remedy the weaknesses expressed by the respondents to this study (Roueche and Baker, 1987).

Although the variable of Decision-Making was given the lowest rating in all four studies, Miami-Dade and Wolfson still had significantly higher mean ratings than Bakersfield College. J. L. Franklin (1975) supports Rensis Likert (1961; 1967), John C. Taylor and David G. Bowers (1972), and David G. Bowers (1973) by suggesting that group process and climate can be viewed as outcome measures which influence the functioning of the organization. Bowers (1973) also asserts that a positive organizational climate is critical for improving the supportiveness and goal orientation of supervisors. Therefore, the question arises, "Does climate or leadership begin the cycle?" (Roueche and Baker, 1987). Roueche and Baker (1987) interpreted Franklin and Bowers' work to mean that shared decision making creates a leadership influence at lower levels and that these lower-level leaders are creating the climate while also being influenced by upper echelon leaders. Perhaps Bakersfield College should consider creating a shared decision making process to create a more positive influence on the functioning of the organization.

Comparisons between Bakersfield College and the three other studies for the Reward variable were significant for all three studies, but in two different ways. Miami-Dade and Wolfson were rated by their respondents as a strong System 3, Consultative, management style, like Bakersfield College, while the Pilot Test Community Colleges rated Reward as a System 2, Benevolent Authoritative, style. Bakersfield College, while not up to the high standards at Miami-Dade, was above the Pilot Test Community Colleges norm. This is the only result among these comparisons in which Bakersfield College received significantly higher ratings, and the Bakersfield College overall average of 4.22 was quite high. In all three other studies the results indicate full agreement about the extent to which college programs meet the needs of the students (Mullin, 1985; Roueche and Baker, 1986; Romanik and Rogers, 1986), but teaching excellence has not been as well rewarded. The identical response has been expressed at Bakersfield College.

For Job Satisfaction Bakersfield College could only be compared to the Wolfson campus. The non-significant result suggests similar overall job satisfaction at these two campuses. This is a second strength for the Bakersfield College campus and stands in contrast to the relatively weak showing for variables reflecting Leadership, Motviation, Communication, and Decision-Making.

Research Question #3

What significant difference in ratings of the variables comprising organizational climate at Bakersfield

College can be discerned among the institution's three main groups of employees, i.e., administrators, teaching faculty, and staff.

Four of the seven PCC score means showed significant differences among the respondent groups, and for each of these variables, administrators were significantly different than the teaching faculty and staff. As was noted earlier, administrators tended to have more positive ratings of the campus climate than the other respondents. Of greatest interest was the discovery that the variable receiving the highest rating by administrators, Decision-Making, with a strong System 4, Participative Group, received the lowest ranking by respondents in the total sample. Administrators also gave significantly higher ratings to the Job Satisfaction and Leadership variables and Overall Climate. All of these results indicate that the administrators at Bakersfield College feel they are doing a good job in performing their leadership duties and decision-making tasks, but the people who report to them (teaching faculty and staff) do not enthusiastically agree with the administrators on all aspects of the campus climate. Administrators also are more satisfied with their jobs than the other employees. Bakersfield College employees should examine these differences in perception and explore ways to reduce these discrepancies. This task can be accomplished by reviewing the summary of ratings for items included in this study to determine the concerns expressed by employees.

Research Question #4

How do all employees at Bakersfield College rate the individuals who comprise the campus leadership of the institution, i.e., the College President and individual deans?

Using the adaptation of Brown's (1978) study on situational leadership, the employees at Bakersfield College rated all nine administrators as having a composite set of leadership competencies in Sense of Direction, Structure for Implementation, and Sense of Personal Commitment. Of the three clusters of leadership competencies rated, Sense of Direction received a strong System 3, management style. Brown's (1979) research states that the most crucial and essential talent of leadership is the capacity to provide a sense of direction. Direction, vision, integrity, and coherence are the distinctive responsibilities of the leader. The leader's highest mission and most essential talent is to know, shape, and articulate what the college or university is becoming.

The second cluster of leadership competencies identified as being a strong System 3, Consultative, management style was Sense of Personal Commitment. The participants in Brown's (1979) study state that to be a leader, a sense of "wellness" is absolutely necessary. The leader needs a strong ego, needs to be assertive, with an urge and need to succeed, and must like people. A person needs a tremendous amount of energy and willingness to work in order to be an effective leader. A leader enjoys being involved with persons who are thinking and doing. The leader's enthusiasm helps to reinforce the enthusiasm already there.

The cluster of campus leadership competencies related to Structure for Implementation also received a System 3, Consultative, rating. Brown (1979) also states that the crucial ability for an effective leader is the understanding of the campus ethos, mood, and proper time. Bypassing the normal aculturation that occurs as an individual passes through teaching, the department chairship, and the deanship is extremely hazardous. A leader must not be too far in front or too far behind those he is leading. When the leader is too far out of step, those being led will be marching to different drummers; or the leader will be led instead of providing leadership.

Although the Overall Average LQQ for campus leadership at Bakersfield College indicates the use of a strong System 3, management style, the ratings for the individual administrators show large differences as can be seen in Table 4.6. Senior 1, Senior 4, and Associate 1 were rated in the highest range of the System 4, Participative Group, management style; while Senior 2, Senior 3, Senior 5, and Associate 2 were rated at the System 3, Consultative, level. Two administrators, Associate 3 and Associate 4, were given campus leadership ratings at the System 2, Benevolent Authoritative, level. Data indicate that both of these administrators have their greatest difficulty with leadership competencies in the cluster of items related to Structure for Implementation, followed by Sense of Personal Commitment, and Sense of Direction, respectively.

The concern for the System 2 ratings for two administrators at Bakersfield College direct attention to the research of Joe B. Rushing, Chancellor and founding president of Tarrant County Junior College District in Fort Worth, Texas. Rushing (1984) identifies one cluster of problems for community college leaders relating to the leader's span of control being too great, while a second cluster of problems is more likely to occur when the leader has too few responsibilities and too few people to supervise. In either case, these difficulties inhibit the practice of creative leadership. Fred E. Fiedler contends that the effectiveness of a work group "is contingent upon the relationship between leadership style and the degree to which the group situation enables the leader to exert influence" (1967, p. 15). Donald Tiernan (1981) suggests that the manager's or leader's concepts, behaviors, or motivations are reflected by the group. Using Herzberg's theories, Tiernan concludes that research shows that the overall driving force affecting employee motivation is not internal. Rather, it is the manager's behavior which is the predominant factor. Employees are a reflection of their manager. Since these weaknesses have been found within the overall group of administrators, attention should be placed on rectifying the specific problems that have been identified here.

Research Question #5

How do staff at Bakersfield College rate their individual deans for campus leadership at the institution?

The members of the Bakersfield College staff rated administrators differently than the Overall Average LQQ given by all employees. As can be seen in Table 4.7, the five Senior administrators were given strong System 3 and System 4 ratings. All Associates who were rated by the staff were classified as either System 2 or System 3. One item of particular interest was in the staff responses to the open-ended questions at the end of the campus leadership survey. Respondents indicated that they worked more closely with an intermediate supervisor, rather than reporting directly to a dean. Therefore, staff ratings may have less validity than ratings by the administrators and teaching faculty and may underestimate administrative strengths.

Research Question #6 and #7

How do administrators and teaching faculty at Bakersfield College rate their individual deans for campus leadership at the institution?

To protect the College President, the ratings by administrators who report directly to the President were combined with the ratings by the teaching faculty of their administrators. As can be seen in Table 4.8, the ratings for this research question found Senior 1 and Associate 1 the highest rated of all nine administrators, with a System 4, Participative Group, rating. Senior 2, Senior 3, Senior 5, and Associate 2 all received System 3, Consultative, management style ratings, while Associate 3 and Associate 4 received System 2, Benevolent Authoritative, management style ratings. Administrators and teaching faculty did not rate Senior 4.

Research Question #8

To what extent are the campus leadership survey rating scores correlated with the climate survey rating scores at Bakersfield College?

Organizational research demonstrates a relationship between climate and leadership (Likert, 1967; Hersey and Blanchard, 1982; Roueche and Baker, 1985). Some have suggested sequences or paths of influence from leadership to climate (Likert, 1967; Schein, 1985), or climate to leadership (Franklin, 1975). Outright causality, however, has been hard to prove.

Correlations for organizational climate and campus leadership were analyzed for the eleven subscales rated in this study and are reported in Table 4.9. The most striking results are the very strong correlations among the campus leadership ratings. Apparently leaders were rated globally, so that the Overall Average LQQ leadership score is as useful as examining each of the three subscores. The positive correlations between organizational climate and campus leadership ratings demonstrate a moderate relationship ($\underline{r}$ = .4 - .5 range); people who rate their administrator higher tend to have more positive perceptions of the organizational climate as a whole.

Research Question #9

How well can the ratings of campus leadership at Bakersfield College predict overall climate at the institution?

A multiple regression equation was developed for predicting Overall Climate ratings from the three Leadership sub-scores, yielding a multiple correlation of .61, identical to the correlation between Overall Climate and the Overall Average LQQ ratings for campus leadership, again emphasizing the lack of distinctiveness among the three Leadership sub-scores. In general, people who view their administrator positively tend to have more positive organizational climate ratings.

Research Question #10

In terms of priority for improvement, how do the elements of successful organizational climate and campus leadership, identified by employees at Bakersfield College as not meeting national norms, rank?

As seen in Table 4.10, 15 of the 26 items rated on the PCC for organizational climate were ranked as System 2, Benevolent Authoritative; 10 received a System 3, Consultative, rating; and one a System 4, Participative Group, rating. The lowest rated item, the Decision-Making item of involvement in goal-setting (question 32), was rated low, but also was indicated as being of "least" importance to respondents. Other items that were rated as being of lesser importance were the Communication item regarding the adequacy of quality of information received (question 21), the Motivation item for support for mission (question 13), the Leadership item of skills development (question 4), and the Reward item for personal performance being rewarded (question 39).

Six items were given System 2, Benevolent Authoritative, ratings, but were also rated as being of more importance to respondents. The Decision-Making item for employees' involvement in institutional decisions (question 30) received the highest rating of importance for all 26 items rated. The other items were the Communication items regarding sharing of information (question 23) and communication of positive expectations (question 24), followed by the item of Leadership related to supportive behavior (question 5), the Job Satisfaction item of being satisfied with salary (question 48) and the Motivation item of cooperation across departments (question 14). These items should be targeted for improvement, since they received low ratings on their achievement and high ratings of their importance.

A total of nine items were prioritized as being of lesser importance to respondents in the System 2, Benevolent Authoritative, management style. The items included: the area of Decision-Making, involvement in goal-setting (question 32); the area of Communication, adequacy regarding the quality of information received (question 21); the area of Motivation, support for mission (question 13); the area of Leadership, skills development (question 4); the area of Reward, personal performance rewarded (question 39); the area of Communication, usefulness of information (question 22); and the area of Motivation, support for professional development (question 12) and innovative ideas supported (question 11).

The overall concerns expressed by respondents indicate that they are interested in being more a part of the operation of the institution. The work of Peters and Waterman (1983) identify the basic concern found in this study, the attribute of productivity through people. A need has been expressed by employees at Bakersfield College to be treated as adults, treated as partners, treated with dignity, and treated with respect (Peters and Waterman, 1983). Peters and Waterman state that excellent companies and institutions of higher education treat the rank and file as the root source of quality and productivity gain. This does not mean "mollycoddling," but tough-minded respect for the individual and willingness to train him, to set reasonable and clear expectations for him, and to grant him practical autonomy to step out and contribute directly to his job.

The items prioritized as being in the System 3, Consultative, management style had only one item that was indicated as being of "lesser" importance to respondents: in the area of Job Satisfaction, feeling drained and "burned out" (question 50). Eight items were rated as being of more importance to respondents beginning with the Reward item regarding the extent the campus serves student's needs (question 38); the Motivation item regarding cooperation within the department (question 15); the Decision-Making item for involvement in work decisions (question 31); the Job Satisfaction items that the job satisfied goals and aspirations (question 49), accomplished many worthwhile goals (question 51), and job security being satified (question 47); and the Leadership items about approachability (question 2) and confidence in staff (question 1). These characteristics should be given secondary importances as improvement plans are formulated. They are important to employees, but employees report that they have been, to some extent, handled more efficiently than those items with lower ratings listed above.

Mintzberg's (1983) research on Professional Bureaucracy can be identified at Bakersfield College through the "power of expertise." The items rated as being "most" important to respondents have to do with the personal successes and working conditions of the individual employee. The work processes themselves are too complex to be standardized by any given group or individual. The elements that the individual employee controls in his working conditions means that the professional works relatively independently of his colleagues, but closely with the clients he serves. The employees realize the importance of their jobs, but each person has their own special manner of reaching the end result of a given task.

Research Question #11

What recommendations for action can be made for the improvement of elements of successful organizational climate and campus leadership at Bakersfield College?

Recommendations for action for this study will be presented on pages 147-149 in the chapter.

Research Question #12

What additional areas have been identified by the employees at Bakersfield College for inclusion in future organizational climate and campus leadership assessment of the institution?

The comments presented by the respondents in the open-ended questions for both the individual variables relating to organizational climate and concerns for campus leadership included items relating to morale, respect for others, a recognition system, burn-out, and governance. In addition, a number of comments were made about the survey instruments. Of these identified items, reward or the establishment of a recognition system and burn-out are already addressed in the survey instruments used for this study. The other areas should be added to future studies.

Conclusions

With the interpretation of data certain, conclusions have been reached based on the two specific concerns of this study: (1) to identify the strengths and weaknesses for the two-year state-funded community college located in Bakersfield, California as found under the organizational structure implemented since March 1984, and

(2) to measure the presence of educational excellence at Bakersfield College by comparing specified elements of organizatonal climate and campus leadership with those identified by three previous studies that have established national norms identified as being vital for an institution to be considered as possessing quality and excellence. The results address both concerns and all three groups of participants for this study.

The results indicate that Bakersfield College has a stable teaching faculty and staff who perceive their role at the institution as being able to provide the highest quality and excellence in instructional programs in order to meet the needs of every student.

It can also be concluded that the administrators at Bakersfield College, although not having averaged the number of years in their position of leadership as their professional colleagues at comparison campuses, show competence in the abilities and tasks required of their positions. As a group they have the adeptness to provide a sense of direction, structure for implementation, and sense of personal commitment for the future of Bakersfield College. However, two administrators appear to be considerably weaker than their colleagues.

When looking at the specified elements of organizational climate and campus leadership and how they inter-relate, weaknesses have been identified that hinder the achievement of a "healthy" organizational atmosphere. The lines of communication from administrators to teaching faculty and staff are weak. There appears to be a lack of downward and upward communication, and what may seem like a routine decision for one group needs to be shared on a regular basis so the expertise of all employees can be used to its fullest for the betterment of the institution. Decisions need to be communicated openly.

Low morale has also been identified as a weakness at Bakersfield College. Having found the concerns regarding decision-making and poor communication, the element of motivation was also rated as one of the lowest variables in the overall study. In each of the three previous studies, motivation has been rated as one of the highest areas of concern. Therefore, Bakersfield College needs to address itself to strengthening the items related to motivation.

Although variables related to Leadership, Reward, and Job Satisfaction were rated below the national norms, once the other three variables of Decision-Making, Communication, and Motivation have been remediated, overall results should bring Bakersfield College up to the national norms identified with those institutions possessing the elements of quality and excellence.

Recommendations

Based on the review of literature and statistical results acquired for this comparative study at Bakersfield College, the following recommendations are made:

1. That Bakersfield College address the concerns identified by the respondents of this study as not meeting the national norms for organizational climate established as being vital for an institution to be considered as possessing quality and excellence.

2. That, as revealed in responses to the Leadership variable, Bakersfield College draft a plan of action to rectify employees' concerns of not being supported in their efforts by college administrators; and that a survey be conducted of employee training needs for revising the staff development program.

3. That the item of concern relating to the Motivation variable regarding Bakersfield College departments working in cooperation with each other be addressed by Bakersfield College to promote mutual concerns helpful for improving the quality and excellence of the institution.

4. That the results from the Communication variable expressing concern about the process of sharing information and communicating positive expectations to employees be remedied, perhaps by using the information

network used at Miami-Dade as a model and adapting appropriate procedures suitable for use at Bakersfield College.

5. That, since the most important concern expressed of all results recorded for this study related to the Decision-Making item referring to the involvement of employee groups in institutional decisions, Bakersfield College consider creating a shared decision-making process to establish a more positive influence by employee groups on the functions of the organization.

6. That Bakersfield College establish a reward system to recognize employees for outstanding performance as requested in the variable for Reward and responses to open-ended questions.

7. That Bakersfield College employees consider the differences among respondent groups on aspects of organizational climate identified in this study and explore ways to reduce these discrepancies.

8. That attention be placed on rectifying the specific problems related to campus leadership competencies that have been identified in this study as existing within the group of administrators.

9. That at the conclusion of this study copies of the results be given to the participants: the College President and Administrative Council (administrators), the President of the Academic Senate and senators (teaching

faculty), and the President of the California State Employees Association and representatives of their organization (staff).

10. That the results of this study be incorporated in the institutional self-study being conducted at Bakersfield College for the purpose of investigating issues affecting the institution.

11. That the results of this study be made available to the representatives of the Western Interstate Commission for Higher Education during the routine accreditation visit taking place at the Bakersfield College campus during the fall semester of 1987.

Summary

This chapter has presented an interpretation of results, conclusions, and recommendations for action. The choice for the future of Bakersfield College lies in the hands of the employees. It will be up to each individual to use the results of this study in a constuctive manner to improve the status quo with assigned tasks or to foster an organizational climate that would allow for the fulfillment of the established goals and purposes of the institution. If employees choose to select the latter alternative, they can create a healthier climate; a clarity of purpose; and the establishment of high standards of performance (McClenney, 1984). Such a climate recognizes that the essence of leadership lies in identifying goals to which organizational members are willing to commit themselves (Richardson, 1984).

> Despite the obstacles and difficulties that inhibit the pursuit of superior educational attainment, we are confident, with history as our guide, that we can meet our goal. The American educational system has responded to previous challenges with remarkable success. . . . We are the inheritors of a past that gives us every reason to believe that we will succeed (The National Commission on Excellence in Education, 1983:33-34).

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

APPROVAL LETTER:
COMMITMENT TO EXCELLENCE STUDY

bakersfield
College founded: 1913

office of the president

August 20, 1986

Phyllis Nusz
1312 Radcliffe
Bakersfield, CA 93305

Dear Phyllis:

It was good to hear from you, and it sounds as though you have had an exciting summer. I was pleased to hear that you are working on your dissertation.

As you know, I was enthused about your conducting a survey on Commitment to Excellence on the Bakersfield College campus and am pleased that you will be able to use the information in your dissertation.

Thank you for keeping in touch with me, and I wish you the best as you move into the writing stage of your dissertation.

Sincerely,

Rick

Richard L. Wright
President

RLW:crc

1801 Panorama Drive, Bakersfield, CA 93305 • tel:(805) 395-4211 • Kern Community College District

APPENDIX B

APPROVAL LETTER: CLIMATE INSTRUMENT

COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

Community College Leadership Program · EDB 348 · Austin, Texas 78712-1293 · (512) 471-7545

August 12, 1986

Ms. Phyllis Jane Nusz, Chairman
Golden Gift Fund Committee
1312 Radcliffe Avenue
Bakersfield, CA 93305

Dear Phyllis:

This letter is to grant you the permission of Dr. George Baker and myself to use our climate instrument in your MARP.

Sincerely,

John

John E. Roueche
Professor and Director

rw

APPENDIX C

COVER LETTER

While on sabbatical leave from Bakersfield College I am enrolled in graduate courses with Nova University. As part of my work, I want to examine campus climate and campus leadership. An assessment of these two elements has not been conducted at Bakersfield College for a number of years. During a time when mission, quality control, and the place of community colleges in higher education in California are all being examined, it seems timely and useful to conduct such a study.

During the course of my studies I have become acquainted with Dr. John Roueche, at The University of Texas at Austin. Dr. Roueche and his associate, Professor George Baker, have completed a national study identifying the elements that make up a successful institution of higher education and what determines quality and excellence. Their study was done with the use of a two-part survey: (1) studying campus climate and (2) studying campus leadership. I have been given permission to use their field-tested survey instruments in both of these areas. I also have the support of the President of the College to conduct this study.

To help determine faculty and staff observations with respect to climate and leadership, I am sending this letter and survey instruments to all full-time employees of the College. The first survey relates to campus climate and asks you to give a rating to 56 statements. The second survey focuses on your observations of the leadership skills demonstrated by your particular dean. This section has 43 statements for you to respond to. The directions for answering both surveys precede the statements. Please read the instructions carefully. All answers will be kept strictly confidential and will only be shared as total results and not as individual responses. These results will be made available to all staff and will be used to guide the College regarding plans for the future.

Please complete the surveys and return them in the pre-addressed stamped envelope, that has been enclosed for your convenience. It will be very helpful if you will complete the information requested and mail it to me within three weeks upon the receipt of the materials.

Your assistance with this project will be greatly appreciated!

Sincerely,

Phyllis Jane Nusz
1312 Radcliffe Avenue
Bakersfield, California 93305

APPENDIX D

GENERAL INFORMATION SHEET

GENERAL INFORMATION SHEET

To assist with the clarity of the data gathered for this study, would you please provide the information requested below before filling out the campus climate and leadership skills surveys.

1. Total number of years that you have worked at Bakersfield College. __________
2. Total number of years that you have worked in higher education. __________
3. Ethnic Background--
    - Black __________
    - Caucasian __________
    - Hispanic __________
    - Oriental __________
    - Other ______________________________
4. Gender--

    Male _________ Female __________
5. Age __________

PLEASE RETURN THE COMPLETED PACKAGE OF MATERIALS IN THE PRE-ADDRESSED STAMPED ENVELOPE WITHIN THREE WEEKS UPON THE RECEIPT OF THE INFORMATION.

Phyllis Jane Nusz
1312 Radcliffe Avenue
Bakersfield, California 93305

APPENDIX E

COMMITMENT TO EXCELLENCE SURVEY

ADMINISTRATOR FORM

THE ROUECHE-BAKER
COMMITMENT TO EXCELLENCE SURVEY (CES)
ADMINISTRATOR AND STAFF FORM

PURPOSE: The purpose of this questionnaire is to obtain your perceptions of the campus climate.

RATIONALE: Climate is defined for the groups or individuals who work at the campus as the prevailing conditions which affect satisfaction (e.g., morale, feelings or "tone") and productivity (e.g., task completion, goal attainment, or achievement). "Climate" is to an organization what "personality" is to an individual.

This survey is ANONYMOUS and individual responses will be kept CONFIDENTIAL. All original survey forms will be destroyed after answers have been tabulated and analyzed. To further insure anonymity, all written comments will be typed directly from the survey forms.

Your honest and frank responses are necessary in the efforts to assess and improve the campus climate. A report detailing the findings of this survey will be available as soon as all forms have been returned and analyzed.

INSTRUCTIONS: Please read each of the following statements very carefully. Thinking of your own personal experiences at this campus, please rate the items relating to the campus climate on the seven-point scale. Circle the number of the rating that best represents your perception or opinion. Verbal descriptions or "anchoring" points for the ratings of 1 and 7 have been provided to assist you in forming your answers.

CAMPUS CLIMATE

Leadership

1. How much confidence do your leaders show in the ability of campus personnel to do excellent work?

   Maximum Confidence 7 6 5 4 3 2 1 No Confidence

2. To what extent can you freely seek information or assistance from your leaders?

   Very Freely 7 6 5 4 3 2 1 Not Freely

3. To what extent do your leaders encourage you to develop creative and innovative ideas?

   Frequently 7 6 5 4 3 2 1 Never

4. To what extent are you actually assisted by your leaders in improving your job performance?

   Maximum Assistance 7 6 5 4 3 2 1 No Assistance

5. To what extent do your leaders influence you to professionally grow and develop?

   Much Influence 7 6 5 4 3 2 1 No Influence

6. Considering the above items, which one(s) are most important to you?

   Question No. 1 2 3 4 5

7. Considering the above items, which one(s) are least important to you?

   Question No. 1 2 3 4 5

8. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

   Question No. 1 2 3 4 5

9. Considering the above items, which one(s) do you believe would be difficult to improve or change if it were necessary?

   Question No. 1 2 3 4 5

10. For future climate surveys, please indicate below additional areas which need to be assessed concerning the campus leadership.

Motivation

11. To what extent are your innovative ideas supported and used by your leaders?

Maximum Support	7	6	5	4	3	2	1	No Support

12. To what extent do your leaders support your career development goals?

Maximum Support	7	6	5	4	3	2	1	No Support

13. To what extent do your leaders inspire you with a sense of purpose?

Strongly Inspire	7	6	5	4	3	2	1	No Inspiration

14. How much cooperation exists across the various areas of the campus?

Maximum Cooperation	7	6	5	4	3	2	1	No Cooperation

15. How much cooperation exists within your area?

Maximum Cooperation	7	6	5	4	3	2	1	No Cooperation

16. Considering the above items, which one(s) are most important to you?

Question No. 11 12 13 14 15

17. Considering the above items, which one(s) are least important to you?

Question No. 11 12 13 14 15

18. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 11 12 13 14 15

19. Considering the above items, which one(s) do you believe would be very difficult to improve to change if it were necessary?

Question No. 11 12 13 14 15

20. For future climate surveys, please indicate below additional areas which need to be assessed concerning ways to motivate campus personnel to achieve excellence.

Communication

21. To what extent is the quantity of information you receive help you improve your job performance?

Too Much Information	7	6	5	4	3	2	1	No Information

22. How useful is the information you receive in helping you improve your job performance?

Very Useful	7	6	5	4	3	2	1	Not Useful

23. To what extent do your leaders willingly share important information with you?

Always Shares Information	7	6	5	4	3	2	1	Never Shares Information

24. To what extent do your leaders communicate positive expectations of your work?

Many Positive Expectations	7	6	5	4	3	2	1	No Positive Expectations

25. Considering the above items, which one(s) are most important to you?

Question No. 21 22 23 24

26. Considering the above items, which one(s) are least important to you?

Question No. 21 22 23 24

27. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 21 22 23 24

28. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 21 22 23 24

29. For future climate surveys, please indicate below additional areas which need to be assessed concerning the communication process as it currently exists on your campus.

Decision Making

30. To what extent are you involved in decisions that affect you personally?

Maximum Involvement	7	6	5	4	3	2	1	No Involvement

31. To what extent are you involved in decisions that affect the quality of your specific job performance?

Maximum Involvement	7	6	5	4	3	2	1	No Involvement

32. To what extent are you involved in the campus goal setting process?

Maximum Involvement	7	6	5	4	3	2	1	No Involvement

33. Considering the above items, which one(s) are most important to you?

Question No. 30 31 32

34. Considering the above items, which one(s) are least important to you?

Question No. 30 31 32

35. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 30 31 32

36. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 30 31 32

37. For future climate surveys, please indicate below additional areas which need to be assessed concerning the campus decision making process.

Rewards

38. To what extent do the programs and courses offered at the campus successfully serve the needs of students?

Needs Served   Needs Not
Very Well 7 6 5 4 3 2 1 Served

39. To what extent is your personal performance rewarded at the campus?

Rewards   Rewards Do
Equal   Not Equal
Performance 7 6 5 4 3 2 1 Performance

40. To what extent is excellent performance rewarded at the campus?

Highly   Not
Rewarded 7 6 5 4 3 2 1 Rewarded

41. To what extent is excellent performance expected at the campus?

High   Not
Expectations 7 6 5 4 3 2 1 Expected

42. Considering the above items, which one(s) are most important to you?

Question No. 38 39 40 41

43. Considering the above items, which one(s) are least important to you?

Question No. 38 39 40 41

44. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 38 39 40 41

45. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 38 39 40 41

46. For future climate surveys, please indicate below additional areas which need to be assessed concerning the campus reward system.

Job Satisfaction

47. To what extent are you satisfied with the job security of your present position.

Very Satified 7 6 5 4 3 2 1 Very Dissatisfied

48. To what extent are you satisfied with your salary considering your training, experience, and job responsibilities.

Very Satisfied 7 6 5 4 3 2 1 Very Dissatisfied

49. At this point in your career, do you feel your present position satisfies your professional goals and aspirations.

Very Satisfied 7 6 5 4 3 2 1 Very Dissatisfied

50. Do you feel emotionally drained or "burned out" from your work?

Never 7 6 5 4 3 2 1 Every Day

51. To what extent have you accomplished many worthwhile things in your present position.

Many Accomplishments 7 6 5 4 3 2 1 No Accomplishments

52. Considering the above items, which one(s) are most important to you?

Question No. 47 48 49 50 51

53. Considering the above items, which one(s) are least important to you?

Question No. 47 48 49 50 51

54. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 47 48 49 50 51

55. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 47 48 49 50 51

56. For future climate surveys, please indicate below additional areas which need to be assessed concerning satisfaction in your present position.

____

____

APPENDIX F

COMMITMENT TO EXCELLENCE SURVEY, TEACHING FACULTY FORM

THE ROUECHE-BAKER

COMMITMENT TO EXCELLENCE SURVEY (CES)

TEACHING FACULTY FORM

PURPOSE: The purpose of this questionnaire is to obtain your perceptions of the campus climate.

RATIONALE: Climate is defined for the groups or individuals who work at the campus as the prevailing conditions which affect satisfaction (e.g., morale, feelings or "tone") and productivity (e.g., task completion, goal attainment, or achievement). "Climate" is to an organization what "personality" is to an individual.

This survey is ANONYMOUS and individual responses will be kept CONFIDENTIAL. All original survey forms will be destroyed after answers have been tabulated and analyzed. To further insure anonymity, all written comments will be typed directly from the survey forms.

Your honest and frank responses are necessary in the efforts to assess and improve the campus climate. A report detailing the findings of this survey will be available as soon as all forms have been returned and analyzed.

INSTRUCTIONS: Please read each of the following statements very carefully. Thinking of your own personal experiences at this campus, please rate the items relating to the campus climate on the seven-point scale. Circle the number of the rating that best represents your perception or opinion. Verbal descriptions or "anchoring" points for the ratings of 1 and 7 have been provided to assist you in forming your answers.

CAMPUS CLIMATE

Leadership

1. How much confidence does the administration show in the ability of the faculty to do excellent work?

Maximum Confidence	7	6	5	4	3	2	1	No Confidence

2. To what extent can you freely seek information or assistance from the administration?

Very Freely	7	6	5	4	3	2	1	Not Freely

3. To what extent does the administration encourage you to develop creative and innovative ideas?

Frequently 7 6 5 4 3 2 1 Never

4. To what extent are you actually assisted by the administration in improving your teaching?

Maximum Assistance 7 6 5 4 3 2 1 No Assistance

5. To what extent does the administration influence you to professionally grow and develop?

Much Influence 7 6 5 4 3 2 1 No Influence

6. Considering the above items, which one(s) are most important to you?

Question No. 1 2 3 4 5

7. Considering the above items, which one(s) are least important to you?

Question No. 1 2 3 4 5

8. Considering the above items, which one(s) do you believe could easily be improved or changes if it were necessary?

Question No. 1 2 3 4 5

9. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 1 2 3 4 5

10. For future climate surveys, please indicate below additional areas which need to be assessed concerning the administration.

____

____

Motivation

11. To what extent are your innovative ideas supported and used by the administration?

Maximum Support 7 6 5 4 3 2 1 No Support

12. To what extent does the administration provide support for your professional development?

Maximum Support 7 6 5 4 3 2 1 No Support

13. To what extent does the administration inspire you with a sense of purpose?

Strongly Inspire 7 6 5 4 3 2 1 No Inspiration

14. How much cooperation exists across the various academic departments of the campus?

Maximum Cooperation 7 6 5 4 3 2 1 No Cooperation

15. How much cooperation exists within your department?

Maximum Cooperation 7 6 5 4 3 2 1 No Cooperation

16. Considering the above items, which one(s) are most important to you?

Question No. 11 12 13 14 15

17. Considering the above items, which one(s) are least important to you?

Question No. 11 12 13 14 15

18. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 11 12 13 14 15

19. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 11 12 13 14 15

20. For future climate surveys, please indicate below additional areas which need to be assessed concerning ways to motivate faculty to achieve excellence.

____

____

Communication

21. To what extent is the *quantity* of information you receive support the teaching-learning process?

Too Much Information	7	6	5	4	3	2	1	No Information

22. How *useful* is the information you receive in supporting the teaching-learning process?

Very Useful	7	6	5	4	3	2	1	Not Useful

23. To what extent does the administration *willingly* share important information with you?

Always Shares Information	7	6	5	4	3	2	1	Never Shares Information

24. To what extent does the administration communicate *positive* expectations of your teaching?

Many Positive Expectations	7	6	5	4	3	2	1	No Positive Expectations

25. Considering the above items, which one(s) are *most important* to you?

Question No. 21 22 23 24

26. Considering the above items, which one(s) are *least important* to you?

Question no. 21 22 23 24

27. Considering the above items, which one(s) do you believe could *easily* be *improved* or changed if it were necessary?

Question No. 21 22 23 24

28. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 21 22 23 24

29. For future climate surveys, please indicate below additional areas which need to be assessed concerning the communication process as it currently exists on your campus.

Decision Making

30. To what extent are you involved in decisions that affect you personally?

Maximum Involvement 7 6 5 4 3 2 1 No Involvement

31. To what extent are you involved in decisions that affect the quality of the teaching-learning process?

Maximum Involvement 7 6 5 4 3 2 1 No Involvement

32. To what extent are you involved in the campus goal setting process?

Maximum Involvement 7 6 5 4 3 2 1 No Involvement

33. Considering the above items, which one(s) are most important to you?

Question No. 30 31 32

34. Considering the above items, which one(s) are least important to you?

Question No. 30 31 32

35. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 30 31 32

36. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 30 31 32

37. For future climate surveys, please indicate below additional areas which need to be assessed concerning the campus decision making process.

____

____

Rewards

38. To what extent do the programs and courses offered at the campus successfully serve the needs of students?

Needs Served Very Well 7 6 5 4 3 2 1 Needs Not Served

39. To what extent is your personal performance rewarded at the campus?

Rewards Equal Performance 7 6 5 4 3 2 1 Rewards Do Not Equal Performance

40. To what extent is excellent teaching rewarded at the campus?

Highly Rewarded 7 6 5 4 3 2 1 Not Rewarded

41. To what extent is excellent teaching expected at the campus?

High Expectations 7 6 5 4 3 2 1 Not Expected

42. Considering the above items, which one(s) are most important to you?

Question No. 38 39 40 41

43. Considering the above items, which one(s) are least important to you?

Question No. 38 39 40 41

44. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

    Question No. 38 39 40 41

45. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

    Question No. 38 39 40 41

46. For future climate surveys, please indicate below additional areas which need to be assessed concerning the campus reward system.

    ____

    ____

Job Satisfaction

47. To what extent are you satisfied with the security of your present faculty position.

    Very Satisfied 7 6 5 4 3 2 1 Very Dissatisfied

48. To what extent are you satisfied with your salary considering your training, experience, and job responsibilities.

    Very Satisfied 7 6 5 4 3 2 1 Very Dissatisfied

49. At this point in your career, do you feel your present faculty position satisfies your professional goals and aspirations.

    Very Satisfied 7 6 5 4 3 2 1 Very Dissatisfied

50. Do you feel emotionally drained or "burned out" from your work.

    Never 7 6 5 4 3 2 1 Every Day

51. To what extent have you accomplished many worthwhile things in your present faculty position.

    Many Accomplishments 7 6 5 4 3 2 1 No Accomplishments

52. Considering the above items, which one(s) are most important to you?

Question No. 47 48 49 50 51

53. Considering the above items, which one(s) are least important to you?

Question No. 47 48 49 50 51

54. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 47 48 49 50 51

55. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 47 48 49 50 51

56. For future climate surveys, please indicate below additional areas which need to be assessed concerning satisfaction in your present faculty position.

____

____

APPENDIX G

COMMITMENT TO EXCELLENCE SURVEY

STAFF FORM

THE ROUECHE-BAKER

COMMITMENT TO EXCELLENCE SURVEY (CES)

ADMINISTRATOR AND STAFF FORM

PURPOSE: The purpose of this questionnaire is to obtain your perceptions of the campus climate.

RATIONALE: Climate is defined for the groups or individuals who work at the campus as the prevailing conditions which affect satisfaction (e.g., morale, feelings or "tone") and productivity (e.g., task completion, goal attainment, or achievement). "Climate" is to an organization what "personality" is to an individual.

This survey is ANONYMOUS and individual responses will be kept CONFIDENTIAL. All original survey forms will be destroyed after answers have been tabulated and analyzed. To further insure anonymity, all written comments will be typed directly from the survey forms.

Your honest and frank responses are necessary in the efforts to assess and improve the campus climate. A report detailing the findings of this survey will be available as soon as all forms have been returned and analyzed.

INSTRUCTIONS: Please read each of the following statements very carefully. Thinking of your own personal experiences at this campus, please rate the items relating to the campus climate on the seven-point scale. Circle the number of the rating that best represents your perception or opinion. Verbal descriptions or "anchoring" points for the ratings of 1 and 7 have been provided to assist you in forming your answers.

CAMPUS CLIMATE

Leadership

1. How much confidence do your leaders show in the abilty to campus personnel to do excellent work?

   Maximum Confidence 7 6 5 4 3 2 1 No Confidence

2. To what extent can you freely seek information or assistance from your leaders?

   Very Freely 7 6 5 4 3 2 1 Not Freely

3. To what extent do your leaders encourage you to develop creative and innovative ideas?

Frequently	7	6	5	4	3	2	1	Never

4. To what extent are you actually assisted by your leaders in improving your job performance?

Maximum Assistance	7	6	5	4	3	2	1	No Assistance

5. To what extent do your leaders influence you to professionally grow and develop?

Much Influence	7	6	5	4	3	2	1	No Influence

6. Considering the above items, which one(s) are most important to you?

Question No. 1 2 3 4 5

7. Considering the above items, which one(s) are least important to you?

Question No. 1 2 3 4 5

8. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 1 2 3 4 5

9. Considering the above items, which one(s) do you believe would be difficult to improve or change if it were necessary?

Question No. 1 2 3 4 5

10. For future climate surveys, please indicate below additional areas which need to be assessed concerning the campus leadership.

____

____

Motivation

11. To what extent are your innovative ideas supported and used by your leaders?

Maximum Support 7 6 5 4 3 2 1 No Support

12. To what extent do your leaders support your career development goals?

Maximum Support 7 6 5 4 3 2 1 No Support

13. To what extent do your leaders inspire you with a sense of purpose?

Strongly Inspire 7 6 5 4 3 2 1 No Inspiration

14. How much cooperation exists *across* the various areas of the campus?

Maximum Cooperation 7 6 5 4 3 2 1 No Cooperation

15. How much cooperation exists *within* your area?

Maximum Cooperation 7 6 5 4 3 2 1 No Cooperation

16. Considering the above items, which one(s) are *most important* to you?

Question No. 11 12 13 14 15

17. Considering the above items, which one(s) are *least important* to you?

Question No. 11 12 13 14 15

18. Considering the above items, which one(s) do you believe could *easily* be *improved* or changed if it were necessary?

Question No. 11 12 13 14 15

19. Considering the above items, which one(s) do you believe would be very *difficult* to *improve* to change if it were necessary?

Question No. 11 12 13 14 15

20. For future climate surveys, please indicate below additional areas which need to be assessed concerning ways to motivate campus personnel to achieve excellence.

Communication

21. To what extent is the quantity of information you receive help you improve your job performance?

Too Much Information	7	6	5	4	3	2	1	No Information

22. How useful is the information you receive in helping you improve your job performance?

Very Useful	7	6	5	4	3	2	1	Not Useful

23. To what extent do your leaders willingly share important information with you?

Always Shares Information	7	6	5	4	3	2	1	Never Shares Information

24. To what extent do your leaders communicate positive expectations of your work?

Many Positive Expectations	7	6	5	4	3	2	1	No Positive Expectations

25. Considering the above items, which one(s) are most important to you?

Question No. 21 22 23 24

26. Considering the above items, which one(s) are least important to you?

Question No. 21 22 23 24

27. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 21 22 23 24

28. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 21 22 23 24

29. For future climate surveys, please indicate below additional areas which need to be assessed concerning the communication process as it currently exists on your campus.

____

____

Decision Making

30. To what extent are you involved in decisions that affect you personally?

Maximum Involvement	7	6	5	4	3	2	1	No Involvement

31. To what extent are you involved in decisions that affect the quality of your specific job performance?

Maximum Involvement	7	6	5	4	3	2	1	No Involvement

32. To what extent are you involved in the campus goal setting process?

Maximum Involvement	7	6	5	4	3	2	1	No Involvement

33. Considering the above items, which one(s) are most important to you?

Question No. 30 31 32

34. Considering the above items, which one(s) are least important to you?

Question No. 30 31 32

35. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 30 31 32

36. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 30 31 32

37. For future climate surveys, please indicate below additional areas which need to be assessed concerning the campus decision making process.

Rewards

38. To what extent do the programs and courses offered at the campus successfully serve the needs of students?

Needs Served Very Well	7	6	5	4	3	2	1	Needs Not Served

39. To what extent is your personal performance rewarded at the campus?

Rewards Equal Performance	7	6	5	4	3	2	1	Rewards Do Not Equal Performance

40. To what extent is excellent performance rewarded at the campus?

Highly Rewarded	7	6	5	4	3	2	1	Not Rewarded

41. To what extent is excellent performance expected at the campus?

High Expectations	7	6	5	4	3	2	1	Not Expected

42. Considering the above items, which one(s) are most important to you?

Question No. 38 39 40 41

43. Considering the above items, which one(s) are least important to you?

Question No. 38 39 40 41

44. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 38 39 40 41

45. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 38 39 40 41

46. For future climate surveys, please indicate below additional areas which need to be assessed concerning the campus reward system.

____

____

Job Satisfaction

47. To what extent are you satisfied with the job security of your present position.

Very Satisfied	7	6	5	4	3	2	1	Very Dissatisfied

48. To what extent are you satisfied with your salary considering your training, experience, and job responsibilities.

Very Satisfied	7	6	5	4	3	2	1	Very Dissatisfied

49. At this point in your career, do you feel your present position satisfies your professional goals and aspirations.

Very Satisfied	7	6	5	4	3	2	1	Very Dissatisfied

50. Do you feel emotionally drained or "burned out" from your work.

Never	7	6	5	4	3	2	1	Every Day

51. To what extent have you accomplished many worthwhile things in your present position.

Many Accomplishments	7	6	5	4	3	2	1	No Accomplishments

52. Considering the above items, which one(s) are most important to you?

    Question No. 47 48 49 50 51

53. Considering the above items, which one(s) are least important to you.

    Question No. 47 48 49 50 51

54. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

    Question No. 47 48 49 50 51

55. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

    Question No. 47 48 49 50 51

56. For future climate surveys, please indicate below additional areas which need to be assessed concerning satisfaction in your present position.

    ____

    ____

APPENDIX H

CAMPUS LEADERSHIP SURVEY

ADMINISTRATOR, FACULTY, AND STAFF FORM

THE ROUECHE-BAKER

CAMPUS LEADERSHIP SURVEY (CLS)

ADMINISTRATOR, FACULTY, AND STAFF FORM

Most experts agree that the leadership, more than any other component, is responsible for the climate which exists within an organization.

INSTRUCTIONS: Please rate the campus administrator listed below on the following leadership qualities. Circle the number of the rating that best represents your perception or opinion. Do not feel compelled to provide a rating for all items. If you cannot rate the administrator on a particular item, leave it blank.

Name and position of administrator to be rated:

SENSE OF DIRECTION

This administrator . . .

57. is realistic concerning the future of the campus.

Very Realistic 7 6 5 4 3 2 1 Very Unrealistic

58. is positive concerning the future of the campus.

Very Positive 7 6 5 4 3 2 1 Very Negative

59. is able to develop mesures necessary to plot progress for the future.

Very Able 7 6 5 4 3 2 1 Not Able

60. demonstrates a clear understanding of the role and scope of his/her responsibilities.

Completely Understands 7 6 5 4 3 2 1 Does not Understand

61. plans ahead for those activities under his/her control.

Excellent Planning Skills 7 6 5 4 3 2 1 Poor Planning Skills

62. Considering the above items, which one(s) are most important to you?

Question No. 57 58 59 60 61

63. Considering the above items, which one(s) are least important to you?

Question No. 57 58 59 60 61

64. Considering the above items, which one(s) do you believe could easily by improved or changed if it were necessary?

Question No. 57 58 59 60 61

65. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 57 58 59 60 61

This administrator . . .

66. demonstrates commitment to chosen courses of action.

Very Committed	7	6	5	4	3	2	1	Not Committed

67. displays courage in pursuing those things deemed important.

Extremely Courageous	7	6	5	4	3	2	1	Lacks Courage

68. applies consistent strategies, philosophy, and values when making important decisions.

Very Consistent	7	6	5	4	3	2	1	Very Inconsistent

69. in general has a sense of the future direction of the campus.

Clear Sense of Future	7	6	5	4	3	2	1	No Sense of Future

70. Considering the above items, which one(s) are *most important* to you?

Question No. 66 67 68 69

71. Considering the above items, which one(s) are *least important* to you?

Question No. 66 67 68 69

72. Considering the above items, which one(s) do you believe could *easily* be *improved* or changed if it were necessary?

Question No. 66 67 68 69

73. Considering the above items, which one(s) do you believe would be very *difficult* to *improve* or change if it were necessary?

Question No. 66 67 68 69

STRUCTURE FOR IMPLEMENTATION

This administrator . . .

74. knows how to get those with the best expertise involved in decision making.

Always Involves Others 7 6 5 4 3 2 1 Never Involves Others

75. understands that different decisions require different forms of decision making styles.

Uses Appropriate Decision Styles 7 6 5 4 3 2 1 Uses Inappropriate Decision Styles

76. is able to solve complex and difficult problems.

Excellent Problem Solving Skills 7 6 5 4 3 2 1 Poor Problem Solving Skills

77. is able to articulate and pursue clear goals.

Very Goal Directed 7 6 5 4 3 2 1 Not Goal Directed

78. is able to accomplish goals and get things done.

Always Gets Results 7 6 5 4 3 2 1 Never Gets Results

79. Considering the above items, which one(s) are most important to you?

Question No. 74 75 76 77 78

80. Considering the above items, which one(s) are least important to you?

Question No. 74 75 76 77 78

81. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 74 75 76 77 78

82. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 74 75 76 77 78

This administrator . . .

83. moves programs along in a deliberate and positive manner.

Able to Achieve Progress 7 6 5 4 3 2 1 Unable to Achieve Progress

84. is able to build a strong team.

Excellent Team Builder 7 6 5 4 3 2 1 Poor Team Builder

85. demonstrates respect for the expertise of others.

High Respect 7 6 5 4 3 2 1 No Respect

86. in general, demonstrates an ability to properly organize activities for personnel.

Excellent Organizer 7 6 5 4 3 2 1 Cannot Organize

87. Considering the above items, which one(s) are most important to you?

Question No. 83 84 85 86

88. Considering the above items, which one(s) are least important to you?

Question No. 83 84 85 86

89. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 83 84 85 86

90. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 83 84 85 86

SENSE OF PERSONAL COMMITMENT

This administrator . . .

91. demonstrates empathy and understanding of others.

High Empathy	7 6 5 4 3 2 1	No Empathy

92. makes personnel feel they have an important role in accomplishing objectives.

Always	7 6 5 4 3 2 1	Never

93. in general, demonstrates a leadership style that enhances the climate of the campus.

Strongly Enhances	7 6 5 4 3 2 1	Strongly Detracts

94. in general, demonstrates a personal commitment to the campus and to its personnel.

Extremely Committed	7 6 5 4 3 2 1	Not Committed

95. is characterized by honesty and trustworthiness.

Unquestionably Honest and Trustworthy 7 6 5 4 3 2 1 Dishonest and Untrustworthy

96. Considering the above items, which one(s) are most important to you?

Question No. 91 92 93 94 95

97. Considering the above items, which one(s) are least important to you?

Question No. 91 92 93 94 95

98. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 91 92 93 94 95

99. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 91 92 93 94 95

This administrator . . .

100. is available for counsel when needed.

Always Available 7 6 5 4 3 2 1 Never Available

101. is willing to confront inappropriate behavior of others.

Very Willing 7 6 5 4 3 2 1 Unwilling

102. acts to resolve conflict swiftly and effectively.

Very Effective 7 6 5 4 3 2 1 Not Effective

103. is able to cope with unanticipated, surprise events.

Excellent Coping 7 6 5 4 3 2 1 Unable to Cope

104. Considering the above items, which one(s) are most important to you?

Question No. 100 101 102 103

105. Considering the above items, which one(s) are least important to you?

Question No. 100 101 102 103

106. Considering the above items, which one(s) do you believe could easily be improved or changed if it were necessary?

Question No. 100 101 102 103

107. Considering the above items, which one(s) do you believe would be very difficult to improve or change if it were necessary?

Question No. 100 101 102 103

108. How frequently do you have personal contact with this administrator?
Circle one of the following answers.

5. Daily
4. Weekly
3. Monthly
2. Every Two Months
1. Less Than Every Two Months

109. Please indicate below additional comments concerning this administrator's effect on the campus climate.

____

____

____

____

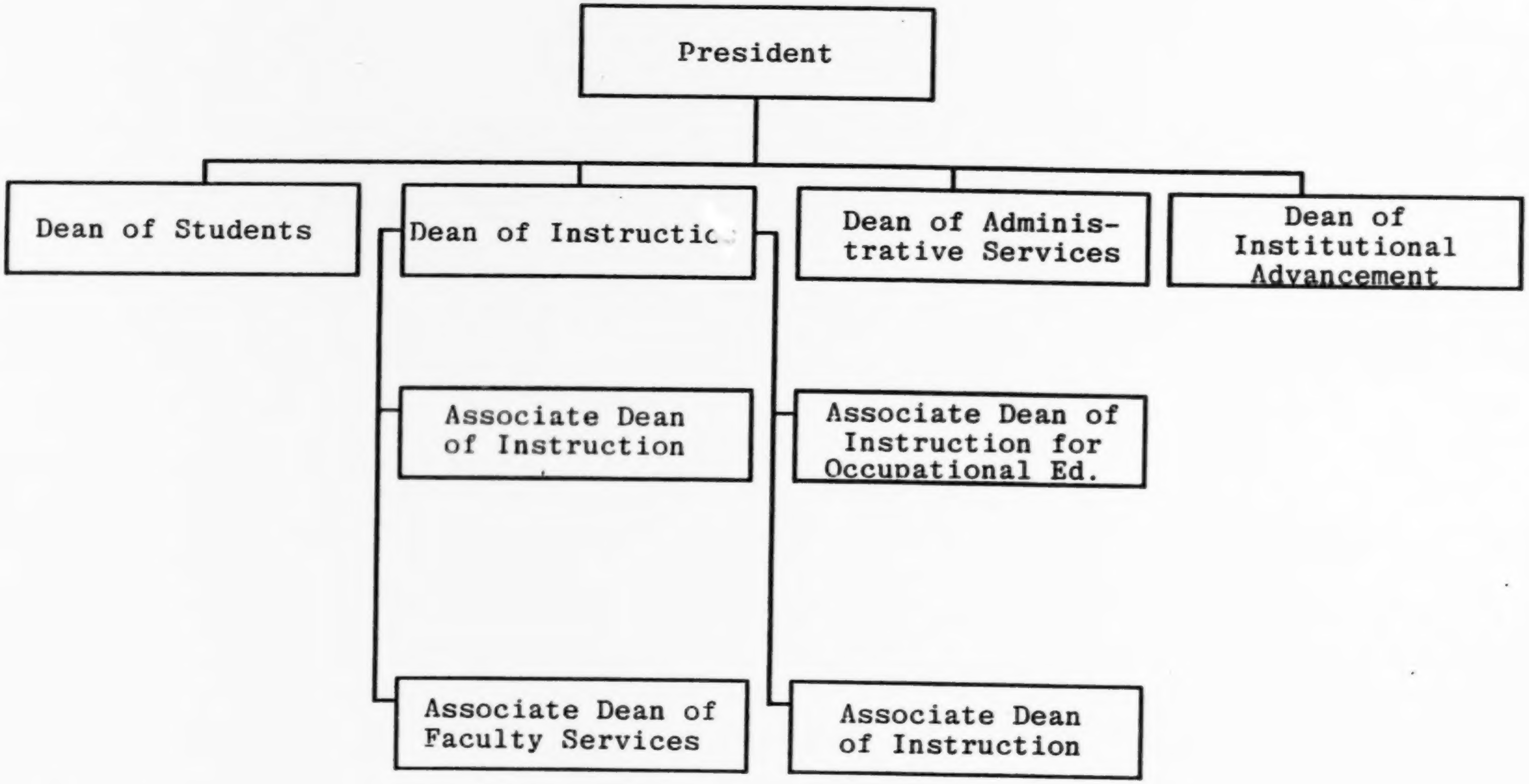
THANK YOU FOR YOUR HELP WITH THIS PROJECT. YOUR TIME DEVOTED TO COMPLETING THIS CLIMATE SURVEY IS GREATLY APPRECIATED!

APPENDIX I

BAKERSFIELD COLLEGE ORGANIZATIONAL CHART

1986-1987

BAKERSFIELD COLLEGE ORGANIZATIONAL CHART 1986-1987


President
Dean of Students
Dean of Instructio
Dean of Adminis-trative Services
Dean of Institutional Advancement
Associate Dean of Instruction
Associate Dean of Instruction for Occupational Ed.
Associate Dean of Faculty Services
Associate Dean of Instruction

APPENDIX J

VERBATIM RESPONSES TO OPEN-ENDED QUESTIONS

Organizational Climate Open-Ended Questions

Leadership Scale (Item 10 on the PCC)

1. Giving credit where credit is due! Promoting from within--women and minorities.
2. Too much influence in academic areas; failure to administer personnel.
3. Greater flexibility of time arrangements for educational improvement and more certainty of reclassification with the accomplishment of that improvement.
4. Administrators need to observe the operation of the college directly, not by reading reports or by talking to each other. Administrators need to get out on campus.
5. Does administration (dean, president, superintendent) understand the job of teaching in my special area?
6. To see if staff is performing the job that is assigned to them to do and what their (sic) supposed to do. We never know where or what is really going on--especially the Administration Department. They should check out duties performed by all the staff.
7. A feeling of cooperation--current climate seems to be antagonistic.
8. How positive is the administration's attitudes on any idea. Most of the time I feel its "We can't because . . . It isn't feasible because" it is usually a negative approach.
9. Budget, personnel.
10. Administrative attitudes should be of support and trust, rather than the opposite (as now).
11. Does the administration help build morale?
12. The . . . deans on campus have no respect for long time employees. Morale (sic) is at an all time low. Past performance means nothing. They want new people they can control.

31. Communication among the "leaders" and fellow employees.

32. Look closely into the work of the chairperson.

33. More communication.

34. I feel the administration as well as each head chairman of the dept. should be more concerned with their own staff members than with the politics being priority of all else.

35. Improve communication between staff to better assist students.

36. In-service training for employees and encouragement by leaders and have employees attend other courses that pertain to their particular jobs.

37. Effective administration in decision making, weighing funds and class offerings, and hiring administrators.

38. Just better teachers. Less administration.

39. Infrastructure-facilities for teaching inadequate + not supported.

40. A true assessment of instructor credibility and how to overcome instructional complacency.

41. Same set of questions could be applied to programs.

42. Leadership competency. Assisting faculty members to obtain financial support to attend professional conferences, just as administrators frequently do.

43. Support for academic freedom.

44. More motivation--leader's are no better than anyone else.

45. Administrations consistency in defining standards of performance and working to assist all in reaching, excelling or maintaining those standards.

46. Improve communication between staff and administrators.

47. Evaluation procedures.

48. Open communication with administration.

Motivation Scale (Item 20 on the PCC)

1. Morale--If it is good we don't need outside inspiration or motivation to improve.

2. Departments given complete control over their budgets and selection of personnel--a meaningful evaluation program (not necessarily involved and cumbersome).

3. Better qualified academicians for academic evaluation and counseling for job opportunity improvement and professional growth, also more of it made available.

4. The lack of geographical unity has been a great harm to cooperation and closeness in the . . . department. We made a big mistake not demanding to be located under one roof. . . .

5. Administrations' knowledge and familiarity with the innovative teaching methods currently practiced.

6. Do you consider administrators to understand your special assignment well enough to assess quality of teaching.

7. To what extent do you feel the administration appreciates your work.

8. All work as a whole.

9. Eliminate tenure.

10. Communication of concern is lacking.

11. Financial support.

12. Increased pay, real show of concern.

13. Administration could provide funds and encouragement for faculty to attend conventions, workshops, etc., in their disciplines.

14. There are not career ladders for faculty and opportunity for advancement is a strong motivator--it's totally lacking on our campus.

15. Our . . . deans are only out for themselves and what they accomplish.

16. We need everything, books, equipment. The buildings are falling apart. They look like hell. BC physically is a hell hole.

17. These above really do not apply to my position.

18. Encouragement and cooperation.

19. Ways at our campus to improve--#'s 12, 14, 15.

20. More job related classes.

21. Appreciation of each other's backgrounds.

22. Acknowledge and reward system for outstanding employee contributions.

23. Recognition of outside professional development as part of salary structure rather than taking irrelevant classes to obtain track increases.

24. Monitor faculty so everyone does their fair share.

25. Management (Administration).

26. Communication between different levels of employees.

27. Spend more time working and communicating with us (Administration).

28. Respect accorded faculty knowledge, experience, and opinions would motivate me!

29. Administrative, exemplary behavior; willingness to listen to faculty.

30. Communication.

31. More concern and compassion for fellow workers.

32. I feel the administration as well as each head chairman of the department should be more concerned with their own staff members than with the politics being priority of all else.

33. Incentive awards/bonus equality in meeting needs--making administrative decisions based on

needs and goals for developing of a better BC as opposed to "other" avenues.

34. Communication.

35. Inspiration comes from support: intellectual and financial (not salaries, but supplies, materials, safe and adequate buildings, a healthy environment).

36. Policy regarding units for salary advancement is very restrictive. New contract which allows more units for years may change this. Whole policy needs to be looked at for revision. Current policy limits my professional growth and motivation.

37. Get rid of the incompetents at both the faculty and administrative level. Base teaching success on performance of the students.

38. Priorities of teaching needs versus administrative needs (e.g., hiring new administrators when not replacing retiring faculty).

39. Helping each other out without jealousy.

40. Improve communication between staff to better assist students.

41. Money.

42. Not all administrators fit under one grade, we cannot generalize.

Communication Scale (Item 29 on the PCC)

1. Quality of communication.

2. A single weekly newsletter for all information-separating wheat from chaff some wheat is lost! Also reduce cost and time in distribution further all personnel could be held responsible for information thus provided!

3. Minimal information now available and what is available is not job specific but very general and unwillingly revealed.

4. Timeliness of receipt of dated materials. Often receive information on events/workshops too late

to plan for, or sometimes even after they are over.

5. Do administrative decisions and directives effect (sic) teaching in a positive (constructive) way?

6. Working hours of the staff.

7. Be sure of what is wanted.

8. Don't like "pecking" order. Prefer a "group administration" decision with teaching deans.

9. Administration needs to listen to and respect the faculty. More than is done now!

10. Any of the above could be changed if leaders were motivated by desire to see our campus improve.

11. [Additional areas which need to be assessed concerning the communication process are those] among all supervisory positions in group meetings.

12. To what extent does the administration communicate positive expectations of your teaching? They are very poor in this area.

13. The availability and willingness of all administrators to meet and communicate honestly.

14. I'm assuming by "leaders" you mean college administrators and not my immediate supervisor. My immediate supervisor would be rated excellent in almost all areas.

15. Miscommunication, apathy, and burnout resulting from frustrated communications.

16. Administration's job is to run the campus. My job is to teach. Hopefully I am motivated enough to have a desire to improve my teaching. Administration "memos" won't make me a better teacher.

17. The effectiveness of department chairs as sources of information from administration to faculty.

18. Who is in-the-know on campus? Information seems to get around long before official channels open up.

19. We get our mail when the event is passed or is the same day we get the mail.

20. Improve communication between staff.

21. Save money; send one letter per department instead of individuals.

22. More meaningful communication directly to faculty.

23. Effectiveness of in-house publications, memos, schedules, etc.

24. Open communication--questionnaire box?

Decision Making Scale (Item 37 on the PCC)

1. Academic decisions by faculty; budget by administration; policy by joint effort.

2. If goals were better communicated in specific terms of projected job skill needs projected, professional growth for that goal attainment could be undertaken by staff.

3. I get the impression that the administration isn't interested in feedback.

4. Often we are not informed of the decisions that need to be made until after they have been made.

5. How many group decisions were you involved with?

6. I have made myself available to work on campus-wide commitments. More input is needed campus-wide. Not a lot of consideration of individual's time is addressed for various committees.

7. Involve people who the decisions will affect.

8. Maybe administration could do more than the current sham of asking Academic Senate opinion and then doing what they had intended from the beginning (e.g., the new 5 day summer schedule).

9. Lack of consistency in policies regarding employees' welfare.

10. Management (Administration).

11. The impact of the Academic Senate in decision making.

12. Opportunities to be involved in that process.

13. Faculty are rarely involved in decision making until decisions have already been made, and only under extreme protest to faculty decision making are we involved--rarely.

14. Find out if the so-called . . . tri-partite governance plan ever worked, especially in the hiring of administrators process.

15. Departmental goals as well as campus goals.

16. Everyone getting involved.

17. Staff should be involved in decision making especially if it involved them on their work station.

Reward Scale (Item 46 on the PCC)

1. The . . . students is dreadful-- inconsistent and unknowledgeable, often inaccurate for . . . students. Transferability and requirements should be known . . . specifically and this knowledge readily available.

2. Are your rewards for teaching mostly personal or mostly financial? Should Administration (including Superintendents and Trustees) consider the rewards of good teaching to be mostly personal or mostly financial?

3. To see what students really say about staff.

4. How much salary would you consider to be just and fair.

5. Many others feel that there is no positive recognition for a job well done--extra hours and additional responsibilities go totally unrecognized and unrewarded. And, after a period of time, it becomes expected.

6. There needs to be greater financial rewards. The pay is shit.

7. Reward system is non-existent at present. Threats of dismissal often results in employees working out of classification.

8. If there is one, it needs to be publicized. And if rewards exist, how are decisions made?

9. Provide honorary degrees for retired teachers. Honor more teachers at the Sophomore Honor Brunch instead of the McCall Teaching Personality Award.

Job Satisfaction Scale (Item 56 on the PCC)

1. For reclassification of position with commensurate higher pay, a certain goal with specific educational improvements should be able to be laid out and the certainty of that reclassification made feasible upon goal completion.

2. Since "leaders" has not been defined in this portion of the survey, my answers refer mostly to . . . the office with which I am a part of. I have not met any of the administrators at BC.

   Being an "outreach" of the campus, as far away as we are, these questions probably pertained to us in a way very different from most of campus personnel. I have never even seen Bakersfield College. I have no idea of what it looks like, or what the atmosphere is there. I feel that our office is somewhat detached from B.C., since we have outgrown our original purpose there. A lot of conflicts arise from this.

3. If you have the choice of career again, would you choose teaching?

4. Set the goals of duties and pay as to what actually is performed!

5. Is it an honor or a headache to try and advance say to department chair?

6. Refer back to earlier comments. You don't want to get too good professionally--if so put down. Promises don't mean a thing. Too much knowledge is threatening to administration.

7. If faculty continued to receive shit for pay, should any excellence in teaching be expected.

8. Needed questions:

    1. Do you feel you can trust the administration? No
    2. Do you feel the administration's first thoughts are the students? No
    3. Does the administration understand the teacher's problems? No
    4. If you have job burn out, the largest contribution of this has been from students, other teachers, administration, salary, or other?

9. Pressure to perform with limited help.

10. Need to have our position as to "Law Enforcement" more thoroughly explained, when do we act and when do we summon the B.P.D.

11. Each department head.

12. General: The climate of this campus is most affected (negatively) by state politics--Governor versus legislature, and by the adversarial relationship between . . . and. . . . The (few) rational faculty members have become "burned out" and apathetic, and the competent administrator is frequently frustrated. The climate on our campus has also been negatively affected by the failure of CSB to become a "state" college resulting in their efforts to become the "community" college by competing with us for local students and support rather than working with us.

13. I am presently being put through a class "A" Evaluation after almost . . . of tenure. I feel that there is much vindictiveness rather than support. I am not referring to the Dean or the top administrator.

14. Administrators who have recurrently intervened in matters not under their immediate jurisdiction thereby resulting in conflicts of interest and difficulties dealing with students with whom I must work closely. This has been a major reason for job dissatisfaction and job apathy.

15. Management (Administration).

16. Offices; heating/cooling in classrooms and offices.

17. Involvement in campus decision-making. Involvement of individuals in decisions affecting their future. Do "responsibility" and "authority" match on campus? If someone is given responsibility, are they also given the authority to carry out their duties?

18. I believe there is too much empire building by administrators on this campus.

19. I feel burn-out from pressures of supervisor, not what I do.

20. Noticing and talking to other faculty members I work with I feel the administration of our department can drastically improve. There is a low morale and self esteem because of uncertainty of what is going on in the department and also the unhappiness of job swapping the administration does to preschool teachers. It seemed at one point last year our center was more than happy working together, the administrations tore us apart to various schools. Now no one is satisfied or happy in their present jobs.

21. Advancement.

22. Physical facilities so the students have an environment which allows for maximum learning. Our physical plant is falling apart while administration gets whatever it wants in terms of physical facilities, support staff, and money to satisfy its whims.

23. General Comments: Administration appears to be in disarray with lack of team cooperation among the President and the Deans. Political infighting and power struggles seem to create inconsistencies in policy making, administrating, decision making and establishing courses of action that are profitable to the college as a whole.

24. Administrative conducting of bargaining in good faith. Providing money for faculty salaries rather than for favorite projects of administrators. Returning emphasis onto academic area rather than on technical-vocational career planning. Hiring of more full-time faculty members and support staff. . . . Overall, improve the morale at Bakersfield College by promoting the transfer program, provide teachers

with raises that are higher than the cost of living index for the year (there is no doubt money is available), and begin hiring full-time instructors and discard this idiotic reliance on part-time teachers (it's slave labor and demeaning to both the institution and the individual).

25. Assign a committee to investigate or a reclassification committee. Many staff work out of job descriptions and administration are not aware and as a result they are not paid enough.

26. I think it a mistake to use a survey form designed in Texas--the questions, in many cases, do not apply to this campus.

Campus Leadership Open-Ended Question
(Item 109 on the LQQ)

Senior 1:

1a. He is positive, upbeat and keeps the customer (students) uppermost in his mind. He isn't an "ivory tower" educator who overlooks societal changes; he is modern and pragmatic. I think he is the right man at the right time for B.C.

Senior 2:

2a. Senior 2 is a very progressive thinker --very open to new ideas and suggestions. Good for the image of the college and most importantly has a positive attitude toward almost everything. A good morale builder.

2b. This administrator needs training in the democratic process. He needs to bring the faculty under him into the process and listen to what they have to say. His ego tends to prohibit him from this action.

2c. Positive effect!

2d. A good man, friendly. Not a strong leader--just an average one prone to being swayed by friendship and "going along with the crowd."

2e. I have had few occasions to call upon or work with Senior 2, but unfortunately, I am not and have not been impressed with his performance. I just don't feel as if he's the best person who could be in this position. To put it bluntly, I don't trust him.

2f. Not always sure he cares about other people's concerns, seems self-centered.

2g. Not enough involvement of people in departments. Makes decision--then notifies after the fact. Doesn't want to look at other issues. His word is final word.

2h. He is not afraid to speak his mind.

2i. Due to his lack of interest in dealing with subordinates my dealings with him have been largely negative and unproductive. . . . Prospects for professional development appear non-existent.

2j. I cannot comment on Senior 2 since I have no personal contact.

2k. I may have rated Senior 2 too high, but in the short time that I have known him he gets things accomplished and the morale seems to be higher for the employees. I have no direct personal contact. He is watching and tries to better the system.

Senior 3: 3a. Very little contact. No knowledge.

3b. My dealings with Senior 3 have been satisfactory. He seems to me to be an able and competent administrator, though I've not seen him perform in some of the areas indicated on the questionnaire.

3c. He seems to support the concept that education is a business. My respect for him has diminished as he more frequently forgets the true clients of the college--the students. He seems to be moving toward the idea that his role is to "spy" on the faculty and find fault rather than progress.

3d. Senior 3 is appreciative of you and work from subordinates and often takes time to commend it. He is not only knowledgeable and competent in administration, but also fair, friendly, and honorable in his dealings with others.

3e. Senior 3 is a fine administrator. But I get the impression he gets little support from. . . . . . . appears to love apple polishers and "yes" men and I don't think Senior 3 fits those molds.

3f. I have had little contact with Senior 3.

3g. Evasive at times--manipulates rather than administrates.

3h. This administrator has done more damage and created more ill will than any of his predecessors. . . . He is pompous, self-righteous and unscrupulous. Can't imagine a worse candidate for the job.

3i. With regard to . . . in particular and the human condition of the Administration in general his presence is almost singular in its positive impact.

3j. He has made a great effort to lead a . . . committee . . .--this committee's efforts have been almost entirely thrown out by the Academic Senate's misunderstanding of what has been accomplished.

Senior 4: 4a. I just like him.

4b. I find that I cannot answer most of these questions. I do not know anything about him except that when somebody yells its like a squeaky wheel--it gets the grease.

4c. Gives the feeling that he doesn't have time to bother with classified staff meetings. Also very intelligent, . . . Does not speak to classified staff outside of his office.

Senior 5: 5a. He seems to be taking hold of his responsibilities in a better understanding of what is needed as an administrator (lately). Others have commented regarding this.

5b. Part of a . . . that excludes all others from decision-making. Insists on making all decisions and becomes very defensive when questioned. Sees himself as being the final decision-maker. Seems unwilling to admit that someone else over him, if allowed to have all the facts, might overturn his decisions. Insecure. Ego-centric. Tries to control others. Wants clones of himself, perpetuating the "good-ole-boy" syndrome developing on campus.

5c. He is generally calculative, competitive and deals with the bottom line. My personal experience is I've been used and somewhat misled.

5d. I had this administrator rarely. I have little contact at all with him. He had delegated all responsibility of the . . . program . . . so I therefore have little contact with him. . . .

5e. Since I am a relatively "new" employee on a full-time basis, I have not had the contact with administration that would constitute an accurate "feeling" for the effectiveness of the administration. Therefore, I left many of the questions blank. I hope this will not adversely affect your study.

5f. Sorry I cannot answer this section. I have not been here long and do not know much about the man.

5g. This administrator is 100% effective and needs no additional improvement. His assistance to students and staff is always available.

Associate 1: 1a. If the rest of the administration could be as effective as this administrator, we would again be one of the top C.C. in the U.S.--the College has problems higher up the chain of command--both in the system and with individuals. Good luck with your tabulation. Will be interested in learning of your results and conclusions!

1b. Very efficient for his goals and his peers but not for the whole staff as a whole.

1c. . . . Associate 1 backs option of department chair, so hard to separate ratings.

1d. The best administrator on campus! Unfortunately he does not have the power to solve the problems at B.C.--apparently only the Legislature and the Governor do.

1e. One of the few bright spots on the administrative team.

1f. He would be quite good if he didn't have to follow the "party line" as required by administrators.

1g. We are isolated; therefore, I don't really know. Sorry, I'm too tired to complete all the questions.

1h. This administrator could be more informed on our faculty responsibilities. He is always willing to visit classes. . . . It would be helpful if he would visit our . . . faculty meetings.

1i. I think he is doing an excellent job. I am very happy to work under his guidance.

1j. Only know him through committee contact.

1k. We need more candid, articulate, HONEST administrators of this sort.

1l. He's one of a very few good administrators. P.S. Why do all this work when a number of my semi-literate colleagues simply bought their "doctorate" from Nova?

1m. It's a bit early to tell if Associate 1 will become the typical "us-vs.-them-and-we're-the-boss" attitude. Whew! Don't I get a free pen or something?

1n. 1. Gives high priority to quality teaching.
    2. A good model for teaching . . .
    3. He will communicate the importance of teaching to higher administrative levels.

1o. I believe he is trying to do his best. He listens to others.

1p. I do not know Associate 1 very well. All that I know of him is based on the few times I've met him and what I've heard of him through my immediate supervisor. Occasionally, he will drop in just to chat for a couple of minutes which is greatly appreciated and is encouraging.

Associate 2: 1a. He is an extremely astute and brilliant man who is easy to respect, work for, and look up to. He is also easy to get along with and he readily acknowledges his satisfaction with a job well performed.

2b. I have reservations about . . .

2c. He is supervisor of many different areas and seems to handle them effectively. He is easy to talk with.

2d. Waste too much time in meetings. Not available for needed contact.

2e. The very qualities that make our department respect Associate 2 as our primary administrator are qualities which others sometimes resent. He is honest, is fair, and has high standards both for himself and others. He does not shrink from taking an unpopular stand if he feels it is right nor from confronting either a faculty member or administrator who has not performed up to the expected high standards. He truly listens when you speak with him, whether or not he is able to do that which you ask. He lets you know that he appreciates the work you do.

Associate 3: 3a. He has destroyed the morale (sic) in our department so badly that nobody counts him around. He has hurt the effectiveness of all the staff in the classroom and he has put doubts in all our minds for our security.

3b. This administrator appears to not be very humanistic in his dealings with staff. His stated opinions are ". . . this is how it was done [from my experience] and so B.C." Staff is not involved with decision making. All decision making from him. . . . This has proved . . . to be a poor morale building method for several departments.

3c. Associate 3 is probably one of the poorest managers of people that I have worked for in education or private industry. He alienates people with his poor style of communicating. . . . He makes arbitrary decisions affecting our programs without consulting us. Associate 3 is a despot and a pathetic manager. He is effectively destroying the morale and pleasant climate which once existed in our department.

3d. I have seen Associate 3 three times --once when he was introduced at the 1985 Honors Brunch, once in his office when our total exchange was "Good Morning" and once when we spoke for about three minutes--I hope he is . . .

3e. He is getting things stirred up that may, in the long term, lead to program improvement. He has created some disturbances on campus--maybe this is a result of staff members getting too comfortable in their positions over the years.

3f. Effects not good. Poor communication with staff and administration. One way only--his. Does not seek information or advice. Does not appear to be concerned with staff.

3g. He is . . . too often to have contact with staff. Does not have the ability to communicate to staff in a positive manner.

3h. This administrator seems to work in a vacuum. He does not work with others such as in a team effort like we have been used to in the past.

3i. In all honesty, my answers may be biased. I have never met this man. However, decisions and comments in paperwork I have seen come from him, as well as reports from my supervisors have led me to give the answers I did.

3j. This administrator is no longer the dean governing the agency I represent. It should be noted that I do not teach at the college. . . .

3k. Associate 3 . . . was given a very tough assignment in working in the department. I feel he is doing a good job.

3l. I really can't give my opinion of Associate 3. I don't really know him but I will state I am glad that. . . .

3m. This administrator has devasted our department. Morale has been high for years when it was low elsewhere on campus. Now many people are actively looking for other jobs or counting days until retirement. We feel not only a lack of support, but as if we're under attack. Innovation is out the window; we are merely trying to survive.

3n. . . . (omitted to protect individual identities).

3o. Reason that this portion of questionnaire is blank--have only met Associate 3 briefly on two occasions-- Have heard nothing positive about his manner and/or administrative abilities.

3p. I have never met Associate 3 so I can't answer truthfully the above questions. Good luck on your survey.

3q. I did not answer last 2-1/2 pages because I know this administrator only by sight (saw him once). The first few items were circled because of things I've heard from others--my boss, etc.

3r. I could not fill out this form on Associate 3, even though he is an administrator in my department because I have never met the man, nor as I know anything at all about him (maybe that says a lot about him right there).

3s. I have never met the man.

3t. Top heavy--too many chiefs--not enough warriors.

Associate 4: 4a. Not selected by. . . .

4b. I think that is a very poor survey. The English learned a long time ago that you can't write a constitution in England to be implemented in America. The distance between the two is too great and the geography is too different. So it is with Texas and California. Mechanically, there are problems with this survey form. First, every set of questions (related to one another) should be on the same page. Second, my pages were stapled in backwards. But most important, many of the questions are simply irrelevant to this campus. When the survey begins to ask questions about the questions you just answered, then that's a bit much. You begin to get into questions that the respondent has no opinion on (as: "Which of these questions is *least* important"). Regarding #109--I CAN ONLY hope that this administrator either returns to the classroom or matures while in office. I believe that he has a misplaced sense of what college administration is all about. His most serious errors have been the result of failure to consult with others before acting.

BIOGRAPHICAL SKETCH

BIOGRAPHICAL SKETCH

Phyllis Jane Nusz was born in Lodi, California on December 16, 1941. After graduating from Lodi Union High School in 1959, she entered the University of the Pacific, Stockton, California, where four years later she was awarded a Bachelor of Arts degree majoring in Speech and minoring in Choral Music. The following year she continued work at the University and acquired a Lifetime General Secondary Teaching Credential. In June, 1965, her work at the University of the Pacific concluded upon receiving a Master of Arts degree in Speech. She then accepted a position at Bakersfield College, Bakersfield, California. From August, 1965 through November, 1986 she served on the staff of the institution in the capacities of: Bakersfield College Foundation Executive Secretary; Bakersfield College Alumni Association Coordinator; Community Development Program Director; Community Development Program High School Relations Team Coordinator; Administrative Intern to the Associate Dean of Instruction, Assistant Dean of Admissions and Records, Dean of Community Development, and Dean of Students; Academic Senate/Faculty Association President; Coordinator of the Speech and Language Development Program; Speech Department Chairman; Professor of Communication; Campus Center Coordinator; and Assistant Director of

Student Activities. During the same time period, educational credentials were acquired including a Lifetime California Community College Supervisor Credential; a Lifetime California Community College Student Personnel Worker Credential; a Lifetime California Community College Standard Teaching Credential; and a Management Credential from the Center for Leadership Education. Between 1980 and 1986, her summers were spent designing and implementing programs at Baylor University, Waco, Texas; University of the Pacific, Stockton, California; University of Illinois, Urbana-Champagne, Illinois; and The University of Texas at Austin, Texas as the International Leadership/Management Seminar Director for members of The Delta Kappa Gamma Society International living in thirteen countries throughout the world. In the fall of 1984 she entered the doctoral program offered by the Center for the Advancement of Education, Programs for Higher Education, at Nova University at Fort Lauderdale, Florida. She was awarded the degree of Doctor of Education in July, 1987.

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I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by PHYLLIS JANE NUSZ. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Mar. 28, 1987
Date

Dr. Elizabeth L. Van Dalsem
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

April 1, 1987
Date

Dr. John R. West
Local Committee Member

This Major Applied Research Project was submitted to the Central Staff of the Center of Higher Education of Nova University and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

April 26, 1987
Date

Dr. Philip H. DeTurk
Central Staff Committee Member

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